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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND.

1905-1906.

Presented to both Houses of Parliament by Command of His Majesty.

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OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND.

1905-1906.

Presented to both Houses of Parliament by Command of His Majesty.

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THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1905-06.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Thirty-third Annual Report of our proceedings under the Education (Scotland) Acts, 1872 to 1901.

SUMMARY OF STATISTICS RELATING TO SCHOOLS ON THE ANNUAL GRANT LIST.

Day schools.

During the year ended 31st August, 1905, the estimated increase of population was 1·1 per cent., while the number of scholars on the registers of schools under inspection increased by 1·34 per cent., with an increase of 2·07 per cent. in the average attendance.

The following table shows the figures in a form which will enable them to be easily compared with the corresponding statistics of the three preceding years:—

	1902.	1903.	1904.	1905.
Scholars on Registers (at end of school year)	768,528	785,473	793,492	804,162
Average attendance	649,501	669,289	682,269	696,381
Percentage of average attendance to scholars on Registers	84·11	85·21	85·98	86·60
Infants, *i.e.*, scholars under seven, on Registers	155,707	156,416	156,859	159,801
Older scholars, *i.e.*, scholars above seven, on Registers	612,891	629,057	636,63	644,361

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Of the 804,162 scholars on the register—

768,142 were children of school age (5–14);
13,205 were under 5 years of age;
146,596 were between 5 and 7 years of age;
159,801 were under 7 years of age (infants);
279,463 were between 7 and 10;
342,083 were between 10 and 14;
14,465 were between 14 and 15; and
8,350 were above 15.

Of the same scholars, 696,381 were, on an average, in daily attendance throughout the year.

Of every 100 of the average number of scholars in attendance—

i. 51 were boys;
49 were girls.
ii. 19 were infants, *i.e.*, below 7 years of age;
36 were between 7 and 10;
45 were above 10.

Higher Grade Schools under Inspection.

In the average attendance given in the foregoing tables there is included not only that in the ordinary day schools, but also that in 121 Higher Grade Schools or Departments, having on the registers at end of the school year, the names of 14,420 scholars, of whom

875 were under thirteen;
3,999 were between thirteen and fourteen;
4,189 were between fourteen and fifteen;
2,808 were between fifteen and sixteen;
1,605 were between sixteen and seventeen, and
944 were over seventeen.

The average number of scholars in attendance in these schools during the past year was 14,508, while the average number on the Registers was 16,291.

The following Table shows the growth, during the past three years, in the number of Higher Grade Schools or Departments, the number of scholars on the Registers, and the average attendance.

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Higher Grade Schools or Departments.

Year.	1903.	1904.	1905.
Number of Schools.	36	74	121
Number of Scholars on Registers aged:—			
Under 13	85	533	875
13 to 14	1,274	2,833	3,999
14 to 15	1,597	2,980	4,189
15 to 16	1,000	2,054	2,808
16 to 17	483	972	1,605
Over 17	216	555	944
Total	4,655	9,927	14,420
Average Attendance at:—			
1st year's Course	2,663	6,650	7,937
2nd year's Course	1,223	2,137	4,340
Courses beyond 2nd year	662	1,302	2,231
Total	4,548	10,107	14,508

Instruction supplementary to that of the day school is now provided for under the Continuation Class Code. For particulars as to the operations under this Code see Section IX. of the Report.

Training Colleges.

Another, and a separate, head of the Parliamentary grant consists of the payments made to eight Training Colleges, and four Local Committees for the training of King's Students, from which the supply of certificated teachers is mainly drawn. The number of King's Scholars in these colleges at the commencement of the current session was 1,395, whilst the number of King's Students in training was 333. The report upon these institutions by H.M. Senior Chief Inspector, Mr. Scougal, and the detailed statistics relating to them, will be found in the Appendix.

Rate of progress since 1872.

The following table shows, in a comparative form, the rate of progress since the Act of 1872. It has been pointed out in previous Reports, that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only

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a limited number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that it has been possible to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

	Years					
	1872.	1880.	1890.	1900.	1904.	1905.
ESTIMATED POPULATION	3,395,802	3,705,314	4,109,275	4,324,944	4,621,311	4,672,145
NUMBER OF SCHOOLS —						
Day Schools	1,979	3,064	3,076	3,104	3,115	3,123
Higher Grade Schools	—	—	—	31	74	121
ACCOMMODATION—						
Day Schools	281,688	602,054	714,865	893,842	948,657	963,151
Higher Grade Schools	—	—	—	9,292	18,965	28,267
AVERAGE NUMBER ON THE REGISTERS DURING YEAR—						
Day schools	—	534,428	664,466	753,287	780,877	787,492
Higher Grade schools	—	—	—	3,271	10,453	16,291
AVERAGE ATTENDANCE						
Day schools	213,549	404,618	512,690	626,089	672,162	681,873
Higher Grade schools	—	—	—	2,949	10,107	14,508
NUMBER OF—						
Certificated Teachers	2,566	5,330	7,745	10,845	12,801	13,604
Assistant „	—	444	1,320	2,418	2,718	2,718
Pupil „	3,642	4,582	3,883	3,926	4,182	4,191
King's Scholars in Training Colleges	729	892	861	1,250	1,387	1,395
King's Students (Art. 96)	—	—	—	110	263	333

Resources for Maintenance of Educational System.

The resources upon which our educational system is maintained may be classified as local and imperial, the local contributions consisting chiefly of voluntary subscriptions and of rates. Of these, the voluntary subscriptions in support of day schools reported on last year amount to 36,503*l.* The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 649,661*l.* This does not, of course, represent the full expenditure from the rates on education.

During the year 1904–1905, as we learn from the Accountant in Edinburgh, whose report has not yet been issued, the total amount raised from the education rate was approximately 1,134,242*l.* 7*s.* 2*d.*, which necessitated an average rate of 10·77 pence instead of 11·49 pence in 1903–1904.

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Another item which formerly constituted a large part of the local contributions, viz., the school pence, has undergone, since 1st October 1889, a very material modification. This item is now replaced, as regards by far the greater part of its amount, by the fee grants under the Parliamentary Vote and by sums accruing under the Local Taxation (Customs and Excise) Act, 1890, and under the Education and Local Taxation (Scotland) Act, 1892. The effect of these changes is discussed in a subsequent part of this Report.

The amount of Parliamentary grants to day schools under inspection has increased from 810,361*l.* 4*s.* 5*d.* to 845,595*l.* 16*s.* 7*d.*, while the rate of grant for each scholar in average attendance has increased from 1*l.* 3*s.* 10½*d.* to 1*l.* 4*s.* 5*d.*

The cost of "maintenance" per child in average attendance was :—

In public schools - -	3*l.* 3*s.* 11*d.*
In voluntary schools - -	2*l.* 10*s.* 9½*d.*

Towards which there was contributed :—

	In Public Schools. £	s.	d.	In Voluntary Schools. £	s.	d.
By ratepayers - - - -	1	1	2¼		—	
„ subscribers - - - -		—		0	7	4¼
„ aid grant to Voluntary Schools		—		0	3	0
„ general aid grant - - -	0	3	7¼	0	3	5
„ fee grant - - - -	0	12	0	0	11	2¾
„ fees—						
Children's pence, &c. - -	0	1	0½	0	2	0¾
„ endowment - - - -	0	0	4	0	0	11½
„ miscellaneous receipts - -	0	0	5½	0	0	8¼
Secondary Education Committees	0	0	9	0	0	3¾
Total - - -	£1	19	4½	1	9	0¾

The sum of 223,181*l.*, voted by Parliament as a General Aid Grant for the year ending 31st March, 1906, has been distributed in terms of our Minute of 16th February, 1905. The table below* shows the amount granted to various descriptions of schools for the year ended 31st March, 1905, under the terms of the Minute of 25th April, 1904.

---

* TABLE.

TABLE showing the amount paid by the Scotch Education Department in respect of the General Aid Grant for the year ended 31st March, 1905.

	Section I. of the Minute. £	s.	d.	Section II. of the Minute. £	s.	d.	Total. £	s.	d.
To school boards for public schools -	16,091	14	0	89,891	14	0	105,983	8	0
To managers of voluntary schools :—									
Church of Scotland - - -	90	0	0	494	17	0	584	17	0
United Free Church - -	—			269	8	0	269	8	0
Episcopal Church - - -	470	0	0	1,633	7	0	2,103	7	0
Roman Catholic Church - -	290	0	0	10,006	19	0	10,296	19	0
Undenominational - - -	460	0	0	1,270	2	6	1,730	2	6
Total - -	17,401	14	0	103,566	7	6	120,968	1	6

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Proceeding to deal separately and in greater detail with the questions to which these statistics relate, we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been maintained; and, lastly, the teaching power now available and the means for recruiting or developing that power.

I.—*School Supply.*

The following table shows the classification of schools on the Annual Grant List in the last three years as compared with that of 1872:—

	1872.	1903.	1904.	1905.
Public	—	2,793	2,834	2,882
Church of Scotland	1,311†	20	18	20
Free Church	523	4	6	6
Episcopal	46	66	66	66
Roman Catholic	22	192	196	201
Undenominational and other schools	— ‡	74	69	69
Total	1,902	3,149	3,189	3,244

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.

‡ Included with Church of Scotland and Free Church prior to 1879.

School places.

The schools on the annual grant list, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1905 sufficient for 991,418 scholars, or 21·22 per cent. of the population.

Of the total increase of 709,730 seats in schools under inspection, we reckon that about 230,000 have been required to meet the growth of the population during the last 33 years. Making allowance for cases where accommodation may have been provided, somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

School Building Grants.

Confining our statistics, as we are obliged to do, to those of the schools established before the passing of the Act of 1872, to which grants were made by the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education and 31st December 1886, when the last building grants were

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paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8¼*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; and at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December, 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

Loans.

The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August 1878 the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then* loans to the amount of 7,204,755*l.* 18*s.* 6*d.* The total sum of the loans sanctioned by the Board of Education and the Department, amounting to 9,603,558*l.* 7*s.* 3*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st January last, in providing school accommodation. The total amount borrowed by school boards up to 15th May, 1905, as appearing in their balance sheets, was 9,077,965*l.* 15*s.* 3*d.* Of this sum 3,420,821*l.* 7*s.* 9*d.* has been repaid up to that date, leaving a debt of 5,657,144*l.* 7*s.* 6*d.* As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of the amount of loans sanctioned represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 7,505,675*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

* To 31st January last.

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From these various resources, school accommodation to the amount of 991,418 places, showing an increase of 252 per cent. in the last 33 years, has been supplied to meet the requirements of the country. The building grants having ceased, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

Attendance to be expected.

We have next to consider what number of children ought to be daily in attendance at school. The children between 5 and 14 (which is the school age under the Scotch Education Acts) constituted in 1901 19·38 per cent. of the total population, and are now estimated to amount in Scotland to 905,686. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children and this difficulty is increased by the difficulty of obtaining information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance; while some deduction must also be made on account of the non-attendance in rural districts of children of tender years for which reasons more or less plausible may be adduced. On a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one-sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1905 was 4,672,145, one-sixth of which is 778,691. The actual supply is in excess of this by about 213,000 places reckoned according to the minimum requirements under the Code. Considering that, for many reasons, school boards and other managers find it expedient to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is in excess of what is needed; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete, except in view of increasing population.

Returns.

We publish in the Appendix:—

Returns of the loans sanctioned under Section 45 of the Education (Scotland) Act, 1872, for the erection or enlargement

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of schools, of the sale of public schools sanctioned under Section 36 of the Education (Scotland) Act, 1872, of the transfer of Schools sanctioned under Sections 38 and 39 of the Education (Scotland Act), 1872, as well as of the grants made to supplement the rates of poor and populous districts (Section 67 of the Act of 1872, as amended by Section 1 of the Act of 1897).

II.—*School Attendance.*

Number on Registers and average attendance.

With our present estimated population there might be 934,429 (1 in 5) on the registers, and 778,691 (1 in 6) in average daily attendance.* But our returns show only 804,162 children on the registers of all the schools upon the annual grant list and 696,381 in average attendance in respect of these schools.

In other words, for every 100 children who might be on the registers, for whom some 100 school seats have been provided, we have only 86 scholars on the registers, and 75 in daily attendance. We think that, without unduly straining the compulsory clauses, a considerable addition might be made to the number in average attendance. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of children wholly or partially exempted from school attendance in terms of Section 3 of the Education (Scotland) Act, 1901, it follows that there might be over a hundred thousand scholars more than at present on the registers of aided schools.

The following Return gives particulars for certain years of the scholars in average attendance, and the numbers on the Registers of all schools in receipt of Annual Grants, and shows the proportion which they bear to the estimated population of the Country, together with the percentages of the scholars in average attendance to the total numbers on the School Registers:—

	1884-5.†	1890-1.	1900-1.	1902-3.	1903-4.	1904-5.
1. Average attendance of Scholars of *Schools on the Annual Grant List*	471,175	540,028	636,374	669,289	682,269	696,381
2. Estimated population	3,897,277	4,033,103	4,472,103	4,571,030	4,621,311	4,672,145
3. Scholars on the School Registers of *Annual Grant Schools*	612,094	680,580	767,421	785,473	793,492	804,162
Percentage of (1) to (2)	12·08	13·38	14·23	14·64	14·76	14·90
„ (3) to (2)	15·70	16·87	17·16	17·18	17·17	17·21
„ (1) to (3)	76·97	79·34	82·92	85·21	85·98	86·60

† First year for which figures are now available.

These figures represent a distinct advance on those for the preceding year. The percentage of average attendance to the number on the register is the best on record.

* We are here following the proportion that has been accepted in the past, and propose to consider very carefully how far it is in accordance with present circumstances.

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During the past year returns as to school attendance, not only in the state-aided schools but also in Higher Class, Private, and other schools within their districts, have been called for from the School Boards. Although these returns may not in every case be absolutely accurate and complete, the result of the enquiry, as summarised in the following table, is of great interest and value. The figures relate to the twelve months ended 31st December, 1904.

Number of Children between the ages of :—	Estimated Population in 1904.	Number of Scholars on Registers in *all* Schools.	Average Attendance in *all* Schools.	Children exempted in terms of the Education (Scotland) Act, 1901.	
				Conditionally.	Without Conditions.
5 and 7	192,293	157,828	131,977	—	—
7 ,, 12	481,467	464,765	410,795	—	—
12 ,, 14	183,715	176,333	154,807	6,942	1,907
5 ,, 14	857,475	798,926 =93·17 per cent. of population of School age (5 to 14 years)	697,579	—	—
over 14	—	35,741	31,638	—	—
Total Number of Children.	—	834,667	729,217 =87·37 per cent. of No. on Registers.	—	—

Relief of fees.

In connection with this, it may be convenient again to recapitulate the steps by which fees have been almost entirely relieved in State-aided schools. By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following, and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890, applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5–14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit was extended (3–15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1905 the sum so voted was 350,857*l.* During the year ended 31st March 1906, besides the sum of 40,000*l.* available under section 2 (ii.) of the Local Taxation Act, 1890, a further sum of 27,777*l.* was available under section 2 (6) of the Education and Local Taxation

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Account (Scotland) Act, 1892. The capitation grant paid in relief of fees is at the rate of 12*s.*, of which 10*s.* is met from the Parliamentary Grant and 2*s.* from the sums otherwise available.

The table below* shows the amount granted to various descriptions of schools for the year ended 31st March 1905. The following is an approximate statement as to the extent of the relief granted:—

Number of scholars on registers of schools on annual grant list between 3 and 15 years of age - - - - - - -	795,809
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - - - -	16,750
Extent of relief granted by the Code -	779,059

These figures show that, except for a comparatively insignificant number of schools and scholars, free education practically prevails throughout the State-aided schools in Scotland.

III.—*Subjects of Instruction, &c.*

Main Subjects.

The main subjects of instruction are reading, writing, and arithmetic. But while these subjects naturally form the staple of work of the school, it has never been the practice in Scotch schools to confine the instruction, even in the more elementary stages, to those subjects. It has been found that a reasonable infusion of other subjects, while adding to the interest of the work, stimulating the intelligence and developing the capabilities of the children, tends to further rather than to retard progress in the essential subjects. But these subjects, while rarely or never to be omitted, are to be regarded as auxiliary only. They are valuable for the discipline they afford, and the variety of means they offer for exercising the intelligence of the children, rather than for the amount of positive knowledge or proficiency acquired, though that may be not inconsiderable.

Auxiliary Subjects.

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* TABLE.

TABLE showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March, 1905.

	£ s. d.	£ s. d.
To school boards for public schools -	360,305 15 0	360,305 15 0
To managers of voluntary schools:—		
Church of Scotland - - -	1,978 4 0	
United Free Church - - -	1,077 12 0	
Episcopal Church - - - -	6,423 3 0	
Roman Catholic Church - -	39,878 0 0	
Undenominational - - -	3,489 18 0	
		52,846 17 0
		£413,152 12 0

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The auxiliary subjects, as described in Article 19 of the Code, are:—Physical exercises, singing, drawing, nature knowledge, geography, history, and, for girls, sewing. Certain of these subjects, *e.g.*, nature knowledge, geography, history, may be, and ought to be, made to subserve in large degree the purposes of the main instruction in English and arithmetic, and instruction in the former class of subjects need in no way interfere with the attainment of due proficiency in the latter. Drawing, if properly taught, is a valuable instrument for nature study, and may indeed be reckoned as part of the same subject. Other subjects, *e.g.*, physical exercises and singing, while less intimately allied with the main instruction, are essential concomitants of it, while sewing is a subject in which some degree of expertness must be acquired during school life, if it is to be acquired at all.

For these reasons we regard the foregoing subjects, each in due measure, and with due regard to the age of the pupil, as integral parts of the curriculum in the elementary stages of every school, and we would regret if, whether from the lack of duly qualified teachers or other causes, any part of this comprehensive discipline should have to be omitted.

The subjects in which the lack of expert teachers is most felt are physical exercises and drawing, but this defect is being gradually remedied through the agency of the classes for the further instruction of teachers, which have been established under Article 91 (*d*) of the Code. After allowing sufficient time for the operation of these classes to have its due effect, we hold that no school should continue to be recognised as efficient whose staff is not specially qualified in respect of some one or other of its members to give efficient instruction in all the branches of the normal curriculum.

Inquiry into Physical Training.

A Royal Commission was appointed in 1902 to enquire into the opportunities for physical training now available in the State-aided day schools and other educational institutions of Scotland, and to suggest means by which such training might be made to conduce to the welfare of the pupils, and, further, how such opportunities might be increased by continuation classes and otherwise, so as to develop, in their practical application to the requirements of life, the faculties of those who have left the day schools, and thus to contribute towards the sources of national strength. That Commission made its Report in March, 1903.

As was suggested by the Commission, a Committee was appointed to draft a suitable course of physical exercises for schools, and the Report of this Committee, together with the Syllabus of Physical Exercises prepared by them, was issued in March, 1904. School Authorities were furnished with a copy of this Syllabus and their special attention was drawn to the terms of the Report.

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Drawing.

Grants for instruction in drawing were made under Article 19. B. 4. to 2,917 schools out of 3,244, but this does not represent the complete number of schools in which some amount of instruction in drawing was given. The grant was withheld (or was not claimed) in some cases, either because of the insufficient amount of instruction given or because the character of the instruction was not such as to warrant the payment of a grant.

Singing.

Singing is taught in 3,202 schools, out of 3,244, and in all but 69 of these cases it was taught from notes. From the reports of our Inspectors we may reasonably hope that even this small residuum of schools in which singing is not taught, or is taught incompletely, will be further reduced.

Other Subjects.

The other auxiliary subjects (nature knowledge, geography, history, and needlework) are practically universal in all schools which possess the complete organisation of junior and senior divisions. The character of the instruction in these subjects will be gathered from the Inspectors' divisional reports; but generally we have to express our satisfaction with the progress made, while the various points of criticism contained in the reports will receive our attention with a view to effecting further improvement.

Savings banks and school libraries.

It is of interest to note that savings banks have been established in 118 schools, the amount standing to the credit of the depositors (12,471 in number) at the end of the school year being 4,220*l*., and that there are school libraries in 1,278 schools, with an aggregate of 286,007 books.

General Review.

For convenience of reference, it may be well again to recapitulate the alterations in the system upon which grants have been made in recent years. By an important change introduced into the Code in 1886, that large part of every school which consisted of scholars below the 3rd Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. It was afterwards carried out on a wider scale, so that individual examination ceased to form the basis of any payment for the ordinary standard work of the school. In the Report for 1897–98 further changes were foreshadowed, which have since been carried into effect. The main features of these changes were the fixing of a standard of attainment (that of the Merit Certificate) which might fairly be regarded as the satisfactory outcome of an Elementary School Course; the giving still greater freedom to Managers and Teachers in the determination of the steps by which that standard shall be attained, subject to such general provisions as shall secure sufficient breadth in the education given; and the defining of a normal curriculum for an Elementary School, in which provision is made for the teaching of Drawing, and also for such study of the common objects and natural features of the neighbourhood as may be a preliminary

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or concomitant of the more definite study of Elementary Science and Geography. A change in the method of inspection has also been developed, the main principle of which is that inspection should not regulate teaching but *vice versâ*, though it will still be the business of the Inspector to animadvert on deficiencies in the curriculum.

The passing of the Education (Scotland) Act, 1901, rendered it desirable that a further step should be made in educational organization. Certain changes, which are all in the line of recent developments, were accordingly made in the Code of 1903. The nature of these changes may be briefly summarized as follows:—Under the condition of things which existed prior to this Act, the Merit Certificate was properly described as the Leaving Certificate of the Elementary School, and as there was no security for the further continuance at school of pupils who had obtained this Certificate, it was desirable that the standard of attainment in elementary subjects required for the Certificate should be fixed as high as was reasonably possible, and no provision was made for the systematic instruction of pupils beyond this stage, except in the case of those pupils who took up the study of secondary subjects. But under the new condition of things it was found that large numbers of pupils for whom instruction in secondary subjects is not suitable obtained the Merit Certificate a considerable time before they were entitled to leave school. The provision of suitable courses of instruction for such pupils became imperative. The steps which we proposed to take to that end were, in the first place, brought before the public for discussion and suggestion in Circular 374, and have since been definitely embodied in Article 21 of the Code (Supplementary Courses) and the relative Schedules V. and VI. Connected with this change, and arising directly out of it, was another of similar importance. It was desirable that the Merit Certificate should continue as before to mark the successful completion of the whole course of the Elementary School proper. For that purpose it was necessary that it should record not merely the pupil's attainments at the time of entering on a Supplementary Course, but also the value of the work which he had done subsequently while in the Supplementary Course. It could, therefore, no longer be required as an indication of the pupil's fitness to enter upon such a course or to begin the studies proper to a secondary school or a higher grade school or department. For these purposes a standard of proficiency was indicated in Article 29 of the Code, which, while on the same lines as the former requirement of the Merit Certificate, takes account of the fact that the pupil's studies of elementary subjects will, in all these cases, be in some measure continued, and is, therefore, more elastic in character. It was also decided, after careful consideration, that the question of the pupil's fitness, according to this standard, to enter upon a higher course of studies, should no longer be determined by the results of a single examination, but by the whole character of his work during the preceding school course, and, particularly,

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during the six months preceding his possible transference, during which the Headmaster of the school would be charged with a special responsibility for observing, testing, and reporting to His Majesty's Inspector the attainments of the respective candidates. It is, of course, the duty of His Majesty's Inspector to ascertain that this responsibility is in all cases properly discharged.

One effect aimed at in these changes is an improvement in school organization, resulting from the transfer at an earlier age to secondary or higher grade schools of those pupils who desire, and are fit to enter upon, the work of such schools, while, in the case of those who remain in the elementary schools, further instruction in elementary subjects can be given in such form as to have a higher practical value for the work of life. Towards the close of the summer session of 1905, 43,438 candidates were approved by the Inspectors under Article 29 of the Code for enrolment in Supplementary Courses or Higher Grade Departments, and 7,558 were awarded a Merit Certificate under the Code.

Higher Grade Schools and Departments.

One further consequence of the change in organization already described has been a remarkable increase in the number of Higher Grade departments. These have increased from 36 in operation during the session 1902–3 to 133 at the beginning of the present session. Under the conditions created by the Act of 1901, these departments are no longer required to discharge the function of giving something of the nature of a specialized education to pupils who will leave school at a comparatively early age. That function, so far as it is necessary, is now discharged by the Supplementary Courses. The Higher Grade departments are therefore free to continue a stage further the *general* education of that considerable body of pupils, who, under the new conditions, may be expected to remain at school till 15 or 16. Hence the courses—predominantly scientific or predominantly commercial—which formerly characterized these departments will, we hope, tend to disappear and be replaced by a course of general education in which the study of English and one or more languages will be balanced by a sufficient but not excessive discipline in Mathematics (including Arithmetic), Science and Drawing, all specialization on commercial or technical lines being postponed until the pupils have reached the stage of the Intermediate Certificate. During the past year in the Higher Grade Schools or Departments, payments were made under Article 142 of the Code in respect of an average attendance of 14,508, of which 7,937 represented the attendance of scholars in the first year's stage of the various courses, 4,340 in the second, and 2,231 beyond the second; 4,661 scholars, were paid for at the higher rate on account of exceptional efficiency.

Fuller details as to the principles upon which the present organization of education in Scotland is based, in so far as that organization is affected by regulations of the Department, will be

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found in the "Explanatory Memorandum" which accompanied a selection of circular letters of the Department published in May, 1904.

IV.—*Teaching Power.*

Number of Teachers.

The number of schools under inspection in 1905 was 3,244 with an average attendance of 696,381 children. The Staff provided for the instruction of these scholars was made up as follows:—

	Total No. of Teachers.
1. Certificated Teachers (Art. 42).—	
(*a*) Trained, Male 3,805, Female 5,242=9,047	
(*b*) Untrained „ 875, „ 3,584=4,459	13,506
2. Provisionally Certificated Teachers (Art. 60)—	
Male 11, Female 87	98
3. Assistant Teachers (Art. 79).—	
Qualified under—	
(*a*) Art. 79 (*a*) Male 87, Female 1,265=1,352	
(*b*) „ 79 (*b*) „ 28, „ 17= 45	2,718
(*c*) „ 79 (*c*) „ 90, „ 1,231=1,321	
4. Female Assistants (Art. 32 (*c*) 3)	172
5. Pupil Teachers (Art. 70).—	
(*a*) In 1st year Male 194, Female 800= 994	
(*b*) „ 2nd „ „ 164, „ 805= 969	
(*c*) „ 3rd „ „ 183, „ 958=1,141	4,191
(*d*) „ 4th „ „ 135, „ 952=1,087	
6. Stipendiary Monitors (Art. 70 (*h*) and (*i*))	12
Total number of Teachers of all grades	20,697

From the above statement it will be seen that 13,506 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for every 52 children. But if the number of teachers qualified under Article 79 be included, there is a proportion (exclusive of pupil teachers and unqualified assistants) of one qualified teacher for every 43 children, a proportion which might, however, with advantage be improved, especially as regards the supply of certificated trained teachers. We are glad to note that indications of a tendency towards improvement in this respect are not wanting. A comparison with the figures of last year shows the number of certificated teachers actually employed to have increased by 811 (Male 131, Female 680), whilst the number of assistant teachers has remained stationary and the provisionally certificated teachers under Art 60 have decreased by 8—a nett increase of 803 qualified teachers. The increase in average attendance during the same period has been 14,112, which—following the proportion referred to above, of one teacher for every 43 children—would account for only 328 of the additional teachers, leaving 475 to be accounted for by the more liberal staffing arrangements adopted by school managers.

Besides providing the 811 additional certificated teachers referred to above, the wastage resulting from the retirement

of teachers from active service has to be made good, and it is important to consider whether the additions to the body of certificated teachers during the past year have been sufficient for these purposes. In order to arrive at trustworthy figures as regards the waste of teaching power, careful enquiry as to the cause of leaving has been made in all cases where certificated teachers have relinquished their appointments, and a summary of the results of this enquiry during the year 1905 — so far as teachers who are not known to have taken up fresh engagements in Scotland are concerned—will be found in the following table:—

Reasons for Leaving.	Number of Certificated Teachers who left.	
	Males.	Females.
Death	31	22
Retired	30	9
*Ill-health	16*	56*
Change of profession	13	17
Gone to South Africa	5	18
Gone abroad (elsewhere than South Africa)	8	14
Gone abroad to study	2	—
†Appointment in England	16	45
Appointment in a Higher-class School	3	1
Dismissed	4	1
Marriage	—	201
Domestic reasons	—	12
Gone to University	35	4
Reason not known	3	18
TOTAL	166	418

It is evident that the whole of the 584 teachers included in this statement, as well as the 36 referred to in the footnote, are, for the time being, lost to the teaching profession, but many of them will, no doubt, eventually re-enter it. Enquiries have shown the number of such cases of re-entry during the past year to have been approximately 100, and the nett loss may therefore be estimated at 520. This number added to the 811

* Of these, 3 Males and 6 Females received Disablement Allowances.

† These figures do not include 36 teachers (2 Males and 34 Females) who completed their training this year and have obtained appointments in England.

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additional certificated teachers already referred to, gives a total deficiency of 1,331 to be made good, It will be seen from the figures given below that the number of new certificated teachers recognised during the past year, viz., 1,169, falls short of this number by 162, and it would therefore seem that the present output of certificated teachers, whilst not in excess of the requirements, fairly meets the needs of the country under existing circumstances.

Sources of Supply.

It is well to recapitulate the sources from which the existing supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an Inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and there must be a constant diminution in the number of those whose certificates have been thus obtained.

Teachers Provisionally Certificated.

Another class of teachers are those who hold provisional certificates granted on certain conditions to pupil-teachers and others in terms of Article 60 of the Code. These qualify the holder to take charge of a small school with less than 60 children in average attendance, a somewhat lower qualification being accepted as sufficient for the charge of a school with an average attendance of not more than 40 scholars. We consider that such teachers may, for a few years, serve in small schools with advantage to themselves, and at a smaller cost than the salary of a fully-trained teacher would involve. The number of such teachers, however, shows a tendency to diminish. We find from our returns that, during last year, 98 teachers of these grades were actually in charge of such schools in place of 106 so in charge in the previous year.

Setting aside these necessarily limited sources of supply we find that the general sources from which the body of certificated teachers may be recruited, are to be found in those who have successfully completed their period of training as Students in Training Colleges, or as King's Students, and in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. During the past year 1,169 teachers were thus added to the body.

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The number includes students in training colleges, University King's Students under Article 96, graduates under Articles 47 II. (*c*) and 48 (*b*) of the Code, and acting teachers, as shown in the following table:— Additions during the year.

——	Male.	Female.	Total.
Students in training colleges - - - - - -	123	482	605
King's Students (Art. 96) - - - - - -	54	51	105
Graduates under Art. 47 II. (*c*) - - - -	15	23	38
„ „ „ 48 (*b*) - - - - - -	5	15	20
Acting teachers - - - - - - - -	6	395	401
Totals - - - - - -	203	966	1,169

This shows a decrease as compared with last year, when the numbers were 223 males and 1,053 females, or 1,276 in all.

Turning again to the whole existing supply of teachers, we find that of 4,680 male teachers, 81·30 per cent. had been students in training colleges or King's Students, while of 8,826 female teachers, 59·39 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who enter the examination as acting teachers, have acquired a knowledge of the duties of their profession by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the whole number of teachers again, we find that 1,515 are graduates (1,333 male and 182 female), while many have been partially educated at the universities, and have also acquired experience by service in schools. In the case of university graduates, the examination is confined to those subjects which bear directly on the practical duties of a teacher, or which are not included in the university curriculum. Proportion of Trained Teachers.

The training colleges, however, continue to constitute the chief source of the teaching supply, and we found it expedient in 1898 and in 1900 considerably to increase the number of recognised students. These colleges, which are eight in number, are now recognised for 1,412 students. Training Colleges.

We estimate very highly the plan of adding some attendance at university classes to the ordinary curriculum of the training colleges. This plan was first proposed by the Code of 1873, under which the fees of students, who, after giving proof of their qualifications, attended university classes, were admitted as part of the legitimate expenditure of training colleges. Advantage has been taken of the opportunity to a large extent. The number of Attendance at University Classes.

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students who are attending university classes during the presen year is shown in the following table:—

College.	Total number of King's Scholars in training.			Number of King's Scholars attending the University.		
	Males.	Females	Total.	Males.	Females	Total.
Aberdeen C.S. - -	14	116	130	11	4	15
,, U.F.C. - -	35	95	130	21	6	27
Edinburgh C.S. - -	71	149	220	43	58	101
,, U.F.C. -	90*	134†	224	43	32	75
,, Episcopal -	—	72	72	—	—	—
Glasgow C.S. - -	69	181	250	48	24	72
,, U.F.C. - -	81	169	250	81	36	117
,, R.C. - -	—	119	119	—	7	7
Totals - -	360	1,035	1,395	247	167	414

* Including two students under Article 95 (*b*.).
† Including one student under Article 95 (*b*).

These statistics show that not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training, and we believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education.

Candidates for admission to the Training Colleges—pupil-teachers

Seeing that the training colleges are the source from which most of our teachers are drawn, it is interesting to inquire whence the candidates for admission to the training colleges chiefly come.

Last year there were 4,191 pupil-teachers of all years, 1,087 of whom were in the last year of their engagement. In December, 1905, 957 pupil-teachers and ex-pupil-teachers were presented at the examination for admission to the training colleges, of which number 439 passed the examination in the first or second class. There were also presented 274 candidates who had not been pupil-teachers, of whom 70 qualified for admission. In addition, 531 candidates (389 pupil-teachers and 142 non-pupil teachers), having passed the qualifying examinations mentioned in Articles 70 (*d*) 6 (*a*), 70 (*d*) 6 (*b*), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) and 96 (*b*) of the Code, were eligible for admission without further examination. It appears that it is the pupil-

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teacher class from which the great majority of our students come, and the training and qualifications of the pupil-teachers must thus exercise a determining influence upon the future teachers who come from training colleges.

The Code now restricts the examinations of pupil-teachers to an examination at the end of the second year, and another at the close of their engagement, whilst those who have been successful at the Leaving Certificate Examination are on certain conditions exempted even from these tests (see Article 70 (*d*) 5 and 6). It has been found advisable, however, to take steps to secure that certain subjects of prime importance in the training of future teachers should receive regular attention throughout the pupil-teacher course.

The table below gives particulars of the King's Scholars in training, October, 1905.

* Number of King's Scholars in Training, October, 1905.

Year.	Who have been Pupil Teachers.			Who have not been Pupil Teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
First Year	138	422	560	30	58	88	168	480	648
Second Year	132	466	598	27	52	79	159	518	677
Third Year (Article 83 (*c*))	23	31	54	8	5	13	31	36	67
Totals	293	919	1,212	65	115	180	358	1,034	1,392*

* There are in addition three students under Article 95 (*b*) at Edinburgh U.F.C. Training College, making a total of 1,395 King's Scholars as compared with 1,387 last year—an addition of 8.

But there is another source from which the supply of trained teachers may be kept up. In the Code for 1895 important changes were introduced, by which it is made possible for the universities to share even more fully in the training of teachers. That Code provided for a new class, called King's students, who receive the chief part of their instruction at the universities, while otherwise they are under the supervision of a Local Committee responsible for their professional training. Advantage is being taken of this new provision to an increasing extent. King's Students, Art. 96.

Particulars of the King's students in training during the year 1904–05 will be found in table 6 of Part III. of the Appendix,

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whilst the following table shows the number during the present session:—

NUMBER OF KING'S STUDENTS IN TRAINING, OCTOBER, 1905.

Year.	Who have been Pupil Teachers.			Who have not been Pupil Teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
First Year - - - - - -	18	71	89	16	56	72	34	127	161
Second Year - - - - - -	17	56	73	11	41	52	28	97	125
Third Year (Article 53 (c)) - -	1	20	21	5	21	26	6	41	47
Totals - - - - - -	36	147	183	32	118	150	68	265	333

The total of 333 students shows an increase of 70 over last year.

Course of Training.

The need for teachers of the very highest attainments, particularly in Science and in Modern Languages, has been emphasized by the establishment, under the Code of 1899, of Higher Grade departments, in which special attention will be given to these subjects, and we are of opinion that for the supply of such teachers we must look to the special class of University King's Scholars and Students. It accordingly became necessary to take steps to define more exactly the course of instruction to be pursued by these University King's Scholars, and, while making provision for their practice in teaching, and for their due proficiency in certain non-University subjects, to ensure that as far as possible their studies should be of a University standard. As a step in this direction it was enacted in the Code for 1901 that all University King's Scholars or Students shall have passed the University preliminary examination or hold leaving certificates exempting them therefrom before admission to University classes as part of their course of training.

As regards the remaining King's Scholars also, the recent alterations in the Code, in particular the introduction of Drawing as a compulsory subject and the institution of the new subject of Nature Knowledge, would have rendered necessary some re-adjustment of the Training College Syllabus. The changes foreshadowed in the report for 1901 were, after careful consideration, adopted, and will be found embodied in Article 43 of the Code and Circular 329, while the corresponding changes in the method of examination are explained in the Circulars and other papers re-printed in Part III. of the Appendix.

A further step in the direction of raising the standard of general education among future teachers, and, incidentally, of enlarging the opportunities for training, was taken in Their Lordships' Minute of the 30th January, 1905, establishing Committees for the training of teachers in connection with the

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Universities. The Committees under this Minute have now been constituted and it may be expected that they will be in a position to take charge of the training of students in the coming session.

Teachers Salaries.

The average salary of a schoolmaster (whether principal or assistant) is now 151*l.* 7*s.* 6*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.*, and is now 77*l.* 8*s.* 8*d.* Besides this, 1,562 masters and 557 mistresses are provided with residences free of rent.

Further particulars as to teachers' salaries will be found in tables 12 and 13 of Part II. of the Appendix.

V.—*Pensions.*

Code Pensions.

We have received, during the year ended at Michaelmas, 1905, 24 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July, 1875, 16th June, 1884, and 27th March, 1899, and have awarded 2 pensions of 30*l.*, 4 of 25*l.*, and 2 of 20*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 861 Scotch applications. We have awarded 65 pensions of 30*l.*, 159 of 25*l.*, 250 of 20*l.*, 1 of 15*l.*, and 11 of 10*l.*, and 83 gratuities to the amount of 2,073*l.* 10*s.*

It may be noted that the following pensions have been awarded under the Minute of 16th June, 1884, which extended the original limits of Article 118 of the Code in favour of teachers employed before August, 1851; viz., 46 of 30*l.*, 78 of 25*l.*, and 137 of 20*l.*

We may also call attention to the more liberal condition as to pensions under the Code, to which we obtained the sanction of the Treasury in 1899, under which any teacher who was at work before 1872 is eligible, instead of those only who began work before 1862.

Allowances under the Superannuation Act.

During the year ended 31st March, 1905,* annual superannuation allowances, amounting to 399*l.* 12*s.* 2*d.*, were granted under Sections 1 (2) (*d*) and 5 (2) (*a*) of the Elementary School Teachers (Superannuation) Act, 1898, to 12 teachers (11 men and 1 woman) who had attained the age of 65 years, or any later age to which their certificates may have been extended under Section 1 of the Act. Since 1st April, 1899, when the Act came into force, 118 teachers (91 men and 27 women) have been granted superannuation allowances amounting to 3,779*l.* 11*s.* 9*d.*

Disablement Allowances.

During the same year disablement allowances, amounting to 504*l.* 18*s.* 1*d.* were granted under Section 2 of the Act to 19 teachers under 65 years of age (8 men and 11 women) who satisfied the Treasury that they had become permanently incapable, owing to infirmity of mind or body, of being efficient teachers in elementary schools. Since 1st April, 1899, the sum of 3,460*l.* 12*s.* 1*d.* in respect of these allowances has been granted to 129 teachers (51 men and 78 women).

* The figures for the year ending 31st March, 1905, will be given when this Report is re-issued with the Appendix.

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Contributions under the Superannuation Act.

In addition to the superannuation allowance, a teacher, on attaining the age of 65 years, is entitled to the annuity in respect of his contributions to the deferred annuity fund. The rate of contribution up to 31st March, 1901, was 3*l.* per annum for men and 2*l.* per annum for women. On the 1st of April of that year the rate of contribution for men teachers in Scotland was increased under Section 1 (2) (*b*) and (3) of the Act, to 3*l.* 5*s.* per annum, and on the 1st of April, 1902, to 3*l.* 10*s.* per annum under Treasury Warrant dated 19th February, 1902. Between the 1st of April, 1899, when the Act came into force, and the 31st of March, 1905,* the sum of 119,340*l.* 18*s.* 11*d.* has been paid to the National Debt Commissioners for the purposes of the fund, the respective contributions of men and women teachers amounting to 62,259*l.* 18*s.* 5*d.*, and 57,081*l.* 0*s.* 6*d.*

Extension of Certificates.

The certificates of 11 men teachers* were extended under Section 1 of the Act, which provides that a teacher's certificate shall expire on his attaining the age of 65 years unless the Department, on account of his special fitness, allows his service to continue for a further limited time.

VI.—*Blind and Deaf-mute Children.*

We have referred in previous years to the fact that by the Education of Blind and Deaf-mute Children (Scotland) Act, 1890, provision has been made to secure the education of such children. The payments by School Boards sanctioned under the Act run as a rule from 10*l.* to 20*l.* In some cases an amount for transit has also been sanctioned. A lower amount has been sanctioned in those cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense, or in which part of the cost has been contributed from private sources.

In connection with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated, but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of costs.

* The figures for the year ending 31st March, 1906, will be given when this Report is re-issued with the Appendix. By an oversight (which is now corrected) the figures for 1904 remained unaltered when the 1905 Report was re-issued.

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Fourteen institutions not otherwise on the annual grant list, and 17 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 31st August, 1905, on account of 858 scholars whose attainments in elementary or class subjects were found to be satisfactory, and a further grant of 2*l.* 2*s.* in each case was allowed on account of 847 of these scholars who had made satisfactory progress in some course of manual instruction. In the case of 15 other scholars the grant of 2*l.* 2*s.* only was paid.

Defective and Epileptic Children.

The Code contains special provision for defective and epileptic children by which it is hoped that school managers will be enabled to deal more effectively with such cases, while not permitting their instruction to interfere with the arrangements made for the ordinary scholars. During the past year we find that classes for these children were established in eight schools, and were attended by 343 scholars, for whom a grant of 931*l* 15*s.* 2*d.* was claimed under Article 20 (II.).

VII.—*Highland Schools.*

Special Attendance Grants.

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 673 out of 701 schools inspected during the past year in the specified counties, and extra grants amounting to 10,852*l.* 13*s.*, have been paid under its provisions during the year.

Grant for Higher Instruction.

This Minute offered another advantage to these counties in an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was expedient to give special opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools.

Care was taken in introducing the new system of payments in 1899 to preserve these special advantages to the districts in question, and under Articles 22 and 147 an additional sum of 2,664*l.* 16*s.* has been paid in respect of an average attendance of 7,824 scholars.

Grant for Gaelic-speaking Pupil-Teachers

Further, as a result of the Minute above referred to, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers. Arrangements have now been made whereby a test of a literary knowledge of Gaelic will be set in the Leaving Certificate Examination, and the results of this experiment will be watched with interest.

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Special Assistance to certain Boards.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we, nevertheless, felt ourselves compelled, in the interests of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of long, minute, and anxious consideration; and, as a result, under a Minute of 21st December 1888, certain terms were offered to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educational administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis. Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which we then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland and Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the Estimates a sum of 4,000*l.* for special grants to these districts. The result has been eminently satisfactory. In the case of six school boards—those of Stenscholl, South Uist, Kilmuir, Barra, Bracadale and Snizort—the provisional arrangement has been terminated, the boards having attained a satisfactory condition of financial and administrative efficiency. For the purposes of the seven school boards—(Lewis) Barvas, Lochs and Uig; Harris; (Skye) Duirinish, Strath and Sleat—still retained under a Minute of 4th March, 1895 (which modified the Minute of 21st December, 1888), a sum not exceeding 1,500*l.* was allocated in the Minute providing for the distribution of the General Aid Grant. Though it cannot be said that the local resources are sufficient to meet in each year the present burdens in the case of these seven boards, it is hoped that, before long, local responsibility may in the case of some if not all, of these boards be fully restored.

VIII.—*Secondary and Technical Education.*

Inspection.

In previous reports we have referred to the results of the inspection of higher schools, which was first undertaken after

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the re-organization of this Department in 1885. We have already noted considerable improvement in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and we are glad to say that their efficiency continues to be maintained. But it is to be observed that there are still cases where the work of teachers is handicapped through the failure of School Boards to provide suitable premises and equipment. The number of schools under inspection is now 109, 32 being higher class public schools, 24 endowed schools, and 53 schools under voluntary managers who have invited the inspection of the Department.

Maintenance —Grants administered by Burgh and County Committees.

By the passing of the Education and Local Taxation Account (Scotland) Act in 1892, an annual sum of 60,000*l.* became available for secondary education in Scotland. The cost of the inspection of higher class schools, and of the Leaving Certificate Examination, is mainly met from this source, and for the year 1905–1906 a sum of 4,700*l.* was taken for that purpose. The question of the method of distribution by which the available balance might most effectually contribute to the educational benefit of each locality was referred by the Minute of 1st May 1893, to Burgh and County Committees, who administer the share of the grant falling to their respective districts in accordance with schemes previously submitted to and approved by the Department. This arrangement has been continued by subsequent Minutes and the regulations now in force are set forth in the Minute of 10th June, 1897, as amended by that of 30th April, 1900. That Minute provides for an extended representation of those local authorities who are willing to entrust to the Committee the administration of sums which are at their disposal for purposes of technical education, and the authorities of 12 counties, 9 burghs, and 21 police burghs have taken advantage of this provision, and passed special resolutions, in accordance with which a sum of 7,851*l.* 13*s.* 2*d.* was this year handed over to the Secondary Education Committees for distribution.

Synopsis of Schemes.

A synopsis of the schemes which have been approved for the distribution of the grant, and particulars of the actual amounts received and expended by the committees, under each head, during the year ended 15th May, 1904, and the number of schools and individual scholars for whose benefit these payments were made, will be found in the Appendix, and a similar return of particulars relating to the year ending 15th May, 1905, will be made in the separate report on Secondary Education to be issued next Autumn.

Speaking generally, we find that out of a total grant for the year ended 31st March, 1906, of 55,300*l.*, together with any balance in the hands of the committees from the grants of former years, about 20,000*l.* has been assigned in subsidies to higher class schools, and about 23,000*l.* in subsidies to higher departments of State-aided schools. These subsidies are in certain cases conditional upon the provision of free places for

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bursars and other scholars. The larger portion of what remains is allocated for bursaries and travelling expenses. It is satisfactory to find that an increasing number of Committees are making provision for the payment of subsidies to schools in the shape of a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year.

Grants under the Minute of 27th April 1899.

Under the provisions of Section 2 (4) of the Local Taxation Account (Scotland) Act, 1898, a further sum is available for purposes of Secondary or Technical (including Agricultural) Education in Scotland, and in terms of the Minute of 27th April, 1899, as amended by the Minute of 15th June, 1899, the sum available for the year 1904–1905 was allocated as follows:—

	£	s.	d.
Inspection of Higher Class Schools, and Leaving Certificate Examination - - - -	2,000	0	0
Agricultural Education - - - - - -	2,000	0	0
Grants to Higher Class Secondary and Technical Schools (Paragraph 3) - - - - - -	31,100	0	0
Fund established under Paragraph 6 of Minute -	2,689	11	11
TOTAL - - - -	37,789	11	11

Grants amounting to 22,027*l.* 0*s.* 10*d.* have been made from the fund established under paragraph 6 of the Minute towards the provision of new buildings in connection with, and the establishment of, institutions for giving secondary and technical education. This leaves a balance of 19,483*l.* 19*s.* 4*d.* standing to the credit of the fund. Details of the grants under paragraph 3 and paragraph 6 will be found in the Report on Secondary Education which was issued in December last, and which will be found in the Appendix.

In determining the grants under paragraph 3 to Higher Class Schools, a fixed sum was first awarded to each school, and this was supplemented by an amount which varied according to the average attendance of pupils over 12 years of age, and (in the case of Higher Class Public Schools) the proportion which the expenditure from rates upon the school bore to the valuation of the district. No grant in excess of 750*l.* was allowed, and the grants to schools, which would otherwise have received less than 350*l.* were augmented to that sum. In accordance with the Minute of 14th June, 1901, the sum of 38,151*l.* 19*s.* 8*d.* available for 1905–1906 will be distributed in terms of the previous Minutes.

Leaving Certificate Examination.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of Secondary or Higher Class Schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform

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test, and such strict method in the conduct of the examination, as are necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was last year 393 (including 301 State-aided schools); that the number of candidates, which was 972 in 1888, was last year 13,577; and that the total number of papers taken, which was 4,300 in 1888, was last year 49,809. Pupil-teachers were also presented from 435 schools from which no ordinary pupils were presented. Further details, with regard to last year's examination, will be found in the Report on Secondary Education issued in December last.

A large number of university and professional authorities accept certificates of pass at this examination in lieu of such preliminary examinations as are held under their direction.*

Instruction in Science and Art.

In connection with the transfer of the administration of Science and Art Grants in Scotland to this Department, an opportunity has been afforded for making certain desirable changes in the organization of Secondary Education in the country. The subjects of the Science and Art Directory have hitherto, like the specific subjects already referred to, been taught without much regard to the general curriculum of the school, and very largely without any definite aim or purpose beyond that of bringing additional grants to the school. In considering the organization of instruction in Science and Art, and of Secondary Education generally, a distinction must be drawn between such instruction as forming part of a scheme of general education such as is given in Secondary Schools or Secondary Departments, and the teaching of isolated subjects to pupils who have

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* Amongst these we may name:
The Lords of Council and Session (for the purposes of the Law Agents Act);
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities for the Preliminary Examination;
The University of London;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Army Council † (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army);
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Chartered Accountants of Scotland;
The Institution of Civil Engineers;
Girton College, Cambridge; and
Royal Holloway College, Englefield Green, Surrey.

† The Army Council desire it to be known that in the case of Schools in Scotland, the Certificates of the Scotch Education Department are the only Certificates of the kind which receive their recognition. For detailed conditions see Circular Letter No. 392 (Army Certificates).

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already completed their school career, and who, while engaged in some business or industry, desire to take up the study of some special subject in which they are interested or which they find useful in connection with their daily occupation. Such special study is usually pursued in evening classes.

In Schools under the Code.

The lines of organization of Secondary Education in day schools are fixed by the Education (Scotland) Act of 1872, which distinguishes between those public or other schools which may share in the Parliamentary Grant, and those others defined in the Act as "Higher Class Schools" which may not. It has been thought more in accordance with sound administration that all forms of instruction in the former class of schools should be aided from the Parliamentary Grant, and accordingly in the Code of 1899 and succeeding Codes provision has been made for the payment of very substantial grants—obtained in part from the commutation of Science and Art grants formerly paid to these schools—on account of the instruction in a certain limited number of schools, known as Higher Grade Schools, of the pupils who have shown their fitness for more advanced instruction, the curriculum of these Schools including a reasonable but not excessive infusion of the subjects for which Science and Art grants were formerly paid. The recent development in the curriculum of Higher Grade Schools, which has been rendered possible by the passing of the Education (Scotland) Act, 1901, is referred to on page 17 of this report.

In Higher Class Schools

Higher class schools are, as already stated, not eligible to share in the Parliamentary Grant, but some of them have, in the past, been in receipt of considerable sums of varying amount from the Science and Art Vote on account of instruction in a variety of special subjects according to the syllabuses of the Science and Art Directory. Certain others have received aid from this Vote in a different form, namely, as Schools of Science, the Grants to which were for the most part paid on a general curriculum embracing a definite amount of instruction in specified branches of Science and Art. It is our desire to foster instruction in Science and Art in higher class schools, and in other similar schools not in receipt of grant under the provisions of the Code, in every possible way consistent with a due regard to the general aims of these schools, and to that end the regulations contained in our Minute of 30th May, 1903, have been devised, and have met with general approval, 53 schools having applied for, and having been accorded, recognition during the last year. In 46 of these the curriculum includes Drawing in addition to Science, in 28 Educational Handwork is taught, while in 23 schools subjects of Practical Household Economy are taken.

IX.—*Continuation Classes.*

Continuation Classes.

The further instruction in special subjects of pupils who had already completed their day school course, was, until 1901, conducted under two sets of Departmental regulations, viz., the

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provisions of the Code for Evening Continuation Schools, and the Science and Art Directory. For reasons set forth in previous reports these have been replaced by an uniform set of regulations embodied in the Continuation Class Code, which takes cognizance of all forms of specialised instruction, from the most elementary to that given in those specially selected central institutions which may be described as industrial universities.

The following table shows the number of approved separate centres for Continuation Classes and the main divisions of classes, in respect of the five sessions during which the Continuation Class Code has been in operation:—

Session.	Separate Centres.	Divisions of Classes.			
		I.	II.	III.	IV.
1901–1902 - - -	774	483	622	45	120
1902–1903 - - -	736	447	585	56	93
1903–1904 - - -	734	437	600	60	121
1904–1905 - - -	761	441	644	75	116
1905–1906 - - -	748	405	634	96	115

Ten Institutions have been exempted from the provisions of the Code—under the powers conferred by Article 87—and these are working under special minutes (applicable to each institution) to which the consent of the Treasury has been given, viz.:—Aberdeen Gordon's College and Gray's School of Art, Aberdeen and North of Scotland College of Agriculture, Dundee Technical Institute, Edinburgh and East of Scotland College of Agriculture, Edinburgh Heriot-Watt College, Glasgow and West of Scotland Technical College, Glasgow Athenæum Commercial College, Glasgow School of Art, Leith Nautical College, and the West of Scotland Agricultural College. The character of the instruction will be gathered from the Reports on these important institutions to be found in the Appendix.

It is observed that while Continuation Classes were conducted by 310 School Boards in 1902–03, and 315 in 1904–05, and while such Managers number 324 in the current session, the management by other local bodies has fallen from 57 in 1902–03 to 41 in 1905–06. Generous support in aid of Continuation Classes is given by various Town and County Councils and Secondary Education Committees, and it may further be noted that six County Councils and one Secondary Education Committee have assumed the direct management of classes, much useful work being overtaken.

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With regard to separate centres, while the number increased from 734 in 1903–04 to 761 in 1904–05, it has this session fallen to 748. Of the 748 centres, 132 are new, which shows that recognised classes at 145 centres, existing in 1904–05, have been dropped. The instability of the classes in rural districts would appear to be primarily responsible for these fluctuations. It may be of interest to record that, whereas the County of Lanark easily heads the list with 137 centres, followed by Fife 89, Ayr 61, Stirling 51, Edinburgh 50, Renfrew 49, and Aberdeen 47, there are no less than 16 counties with fewer than 10 centres, and of these, Inverness, which had 14 centres in 1904–05, has now only 5. Sutherland, which in 1904–05 was the only county in Scotland in which there was not a single class recognised under the provisions of the Continuation Class Code, now contains 2 such centres. It is also matter for regret that, at 38 centres, where it was proposed to institute classes, the proposals fell through, either before any actual meetings of the classes, or after a trial of a few weeks. This may be due to varying circumstances, such as remoteness of district, but it would appear to be in a large measure attributable to the fact that young people in various localities do not realize the value of the opportunities offered for educational advancement. In the case of 60 centres (53 being in rural districts) we have sanctioned, where good reason has been shown, a shortened session, instead of the normal period of 20 weeks. The average session so allowed has been of 15 weeks' duration.

The preparatory classes under Division I. for the completion of general elementary education, which are intended to serve a temporary purpose only, show a slight reduction in number. We look forward to the time, when, as a result of a more thorough previous general education in the day school, pupils will be in a position to profit by the specialized instruction provided under the other divisions of the Code without undergoing any preliminary preparatory training.

The number of classes established for specialized instruction under Division II. is slightly below the number recognised last session. On the other hand it is gratifying to record that the classes placed under Division III. have increased in number and importance. Greater interest has been shown in submitting schemes of work more adapted to local needs, and there is a marked tendency towards an improved correlation of work. In some cases an improvement is observable in a more satisfactory organization of classes within burghs, both as between those under the same management and those under different management. The adoption in all large centres of a co-ordinated system of instruction for Continuation Class pupils from the time of leaving the day school is desirable in the interests alike of the students and of education. It may be noted that Gaelic and Navigation are each taught at 7 centres respectively, while classes in Agriculture are held at 12 centres, and in Horticulture at 3. It is our aim to bring the instruction given in Continuation

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Classes in the two latter subjects into proper relation with the work of the Central Agricultural Colleges, within whose sphere of operations the classes may be situated.

Attendance at the Auxiliary or Recreative Classes under Division IV. shows little change from one session to another. Of such classes, those for Physical Training appear to be the most popular. But it is disappointing to find a disposition on the part of far too many of the students to overlook the obvious advantages of attending also classes of a strictly educational character. We trust that school managers will do all in their power to encourage such attendance.

For pupil teachers 85 special courses in Drawing and 32 in Science are provided at different centres. In the case of Certificated and Assistant Teachers also, 16 classes (14 being in Drawing) have been specially recognised as equivalent to courses conducted under Article 91 (*d*) of the Day School Code, for the purpose of the award of marks at the Acting Teachers' Examination.

Grants for Local Scholarships, amounting to 766*l.* 10*s.* have been made in aid of the provision of 22 Senior Scholarships and 247 Junior Scholarships. Further particulars of these will be found in the Appendix.

Reports on Continuation Classes by His Majesty's Chief Inspectors of Schools, and the detailed statistics relating to the classes on account of which grants have been paid in the financial year ended 31st March, 1906, will be published in the Appendix.

Residue Grant and Technical Education.

In view of the fact that under the Code of Regulations for Continuation Classes one-fourth, and in the case of parishes in certain Highland counties one-eighth, at least of the expenditure upon such classes must be found locally, it becomes important to consider what aid may be expected for these classes, and also for the central institutions referred to in the Code, from the residue grant allotted to Town and County Councils under the Local Taxation (Customs and Excise) Act, 1890. The sum allotted varies in amount, and though under the Local Taxation Act of 1898 it is relieved of certain prior charges by which it was liable to be decreased, the grant has declined since 1900 (when a sum of 87,600*l.* 3*s.* 0*d.* was paid), consequent upon a reduction of the receipts from the Customs and Excise Duties. In the years 1903, 1904, and 1905, the amounts available were 72,970*l.* 17*s.* 3*d.*, 68,968*l.* 12*s.* 11*d.*, and 61,915*l.* 8*s.* 4*d.*, respectively. The Return which will be submitted to Parliament for the year 1904–1905 deals with the sum of 68,968*l.* 12*s.* 11*d.*, the grant distributed in respect of the year ended 15th May, 1905. Of this amount 16,229*l.* 19*s.* 2*d.* was allocated by local authorities to the relief of rates, while 52,402*l.* 2*s.* 10*d.* was allocated for purposes of technical education, representing about 76 per cent. of the total sum available, as compared with 74 per cent. in the preceding year.

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This sum of 52,402*l.* 2*s.* 10*d.* was augmented from unexpended balances and other sources to the sum of 65,166*l.* 18*s.* 11*d.* of which 56,768*l.* 3*s.* 6½*d.* was expended during the year, leaving a balance (reserved for purposes of technical education) of 8,398*l.* 15*s.* 4½*d.* as against last year's balance of 9,894*l.* 0*s.* 1*d.* It would appear that the sum at present reserved for technical education might, if carefully applied, of itself go far to supply the local contribution necessary under the Continuation Class Code.

Application of the Residue Grant.

But this sum is very unequally distributed. While certain local authorities contribute generously to the support of classes recognised under the Continuation Class Code, others expend the whole of their funds upon relief of rates. Moreover, a perusal of the Return raises doubts as to whether the money reserved for technical education has always been applied to the best advantage. It is necessary to discriminate between instruction of an elementary nature or designed mainly to afford a pleasant evening occupation to the pupils, and the sound training in technical subjects which can only be given in courses such as those under Division III. of the Code, which are prolonged over several years. Though these classes may possibly be attended by a comparatively small number of students the instruction given in them may reasonably be expected to be of greater economic value to the nation. Above all, it is desirable that more adequate support should be given to technical colleges and other central institutions, which, by carrying technical art and agricultural education to the highest possible point, may be expected in a pre-eminent degree to have a decisive effect upon the manufactures and industries of the country.

X.—*Agriculture.*

Agricultural Colleges.

We have already explained that the support given to each Institution of this kind from Imperial and National funds, must be to a large extent dependent upon the appreciation of its work in the various localities concerned, as evidenced by continued local support. We think that the most effective way of securing such support, as well as of ensuring that the work of each Institution shall take the direction most likely to be productive of benefit to the locality, is to entrust its executive management to a body of Governors thoroughly representative of the most enlightened opinion on agricultural subjects among both farmers and land-owners. To the bodies of Governors so constituted, we should look for advice in all that concerns agricultural education in the districts affected. We have now three such organisations affecting wide districts of Scotland, and affording aid to the agriculture of the district in the form best suited to it.

Instruction of Teachers in Agriculture.

While we do not think it feasible or desirable to make practical instruction in Agriculture part of the curriculum of rural schools in general, we think it possible to give to the

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studies of the more advanced pupils in many of these schools such a direction as shall foster their interest in rural life and give them some insight into the scientific principles which underlie the practice of Agriculture. When it is desired that opportunity should be afforded to teachers in suitable localities to qualify themselves more fully to give instruction of this nature, advantage should be taken of the provisions of Article 91 (*d*) of the Code, and we are of opinion that such classes for the instruction of teachers in matters appertaining to Agriculture should as a rule be held at the central Agricultural Institutions and should be under the general direction of the Managers thereof. But the funds for the maintenance of such classes should be provided in the manner specified in Article 91 (*d*) of the Day School Code. The object of the grants to the Agricultural Colleges is in the first place to foster the scientific study of Agriculture to the highest possible degree by, it may be, a comparatively select body of students, and in the second place, by making the results of scientific research known as widely as possible among the farming community by suitable agencies, to ensure that this expenditure of public funds shall be a direct benefit to the agriculture of the country. The application of the funds to any purpose less germane to the principal object must be jealously guarded against.

As was indicated in the Report for 1902–1903, the sum of 2,000*l.* required for Agricultural Education no longer appears as a separate Sub-head on the Estimates, arrangements having been made for the payment of grants proportioned to the approved expenditure on the principles laid down in Article 87 of the Continuation Class Code. Details as to the work overtaken and the grants paid to the Agricultural Colleges in respect of the year 1904–1905, will be published in the Appendix.

XI.—*The Royal Scottish Museum, Edinburgh.*

The Royal Scottish Museum, Edinburgh.

It is satisfactory to be able to report that the number of visitors to the Museum continues to be very large, and was for the past year considerably in excess of the average of the previous five years. The large attendance on Sunday afternoons, when the Museum is open for three hours, shows how greatly this privilege is appreciated by the public.

The special facilities afforded to groups of students visiting the Museum under the direction of teachers or instructors continue to be largely taken advantage of. The usefulness of the Museum in this direction would be greatly enhanced by the provision of a lecture-room, and of suitable accommodation for those who wish to make a closer study of the specimens than is possible in the public galleries. It is hoped that it may be found possible to arrange in the near future for such an extension of the Museum as would afford the accommodation required for these and other urgent needs.

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The attention of His Majesty's Office o Works has been called to the unsatisfactory state of the ventilation of the Museum, concerning which numerous complaints have been received from the public.

In the Natural History Department of the Museum, the zoological type collection has been enlarged by the addition of dissections from most of the great divisions of the animal kingdom. The donations made to this department in the course of the year were unusually numerous and important, and included a magnificent series of Antarctic Seals, representing nearly all the known species, presented by Mr. Bruce, the leader of the recent Scottish Antarctic Expedition.

The most notable additions to the Art and Ethnographical Department, made partly by gift and partly by purchase, consisted of objects illustrative of the arts of Tibet brought home by members of the expedition to Lhasa. An important collection of over 200 pieces of wrought iron, embracing examples from the 14th to the 19th century, formed by Sir Thos. Gibson-Carmichael, Bart., has been placed on loan in the Museum, and affords an exceptional opportunity for study to the designers in this material who visit the Museum. The nucleus of a collection new to the Museum has been provided by the bequest by the late Rev. J. A. Dunbar-Dunbar of Sea Park and Kinloss of a very valuable collection of postage stamps.

In the Technological Department several important models have been added to the Machinery Hall, and great progress has been made with the scheme for illustrating fully, by means of models and specimens, the metallurgy of iron and the mining of coal as practised in this country.

The additions to the Museum Library by donation and purchase numbered 447 volumes. The number of readers for the year was considerably in excess of the number for any former year.

(Signed) CREWE.

JOHN SINCLAIR.

J. STRUTHERS, *Secretary*,

Scotch Education Department,
the 30th day of April, 1906.

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JULY, 1906.

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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

1905-1906.

Presented to both Houses of Parliament by Command of His Majesty.

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THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1905-06.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Thirty-third Annual Report of our proceedings under the Education (Scotland) Acts, 1872 to 1901.

SUMMARY OF STATISTICS RELATING TO SCHOOLS ON THE ANNUAL GRANT LIST.

Day schools.

During the year ended 31st August, 1905, the estimated increase of population was 1·1 per cent., while the number of scholars on the registers of schools under inspection increased by 1·34 per cent., with an increase of 2·07 per cent. in the average attendance.

The following table shows the figures in a form which will enable them to be easily compared with the corresponding statistics of the three preceding years:—

	1902.	1903.	1904.	1905.
Scholars on Registers (at end of school year)	768,528	785,473	793,492	804,162
Average attendance	649,501	669,289	682,269	696,381
Percentage of average attendance to scholars on Registers	84·11	85·21	85·98	86·60
Infants, *i.e.*, scholars under seven, on Registers	155,707	156,416	156,859	159,801
Older scholars, *i.e.*, scholars above seven, on Registers	612,891	629,057	636,63	644,361

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Of the 804,162 scholars on the register—

768,142 were children of school age (5–14);
13,205 were under 5 years of age;
146,596 were between 5 and 7 years of age;
159,801 were under 7 years of age (infants)
279,463 were between 7 and 10;
342,083 were between 10 and 14;
14,465 were between 14 and 15; and
8,350 were above 15.

Of the same scholars, 696,381 were, on an average, in daily attendance throughout the year.

Of every 100 of the average number of scholars in attendance—

i. 51 were boys;
49 were girls.
ii. 19 were infants, *i.e.*, below 7 years of age;
36 were between 7 and 10;
45 were above 10.

Higher Grade Schools under Inspection.

In the average attendance given in the foregoing tables there is included not only that in the ordinary day schools, but also that in 121 Higher Grade Schools or Departments, having on the registers at end of the school year, the names of 14,420 scholars, of whom

875 were under thirteen;
3,999 were between thirteen and fourteen;
4,189 were between fourteen and fifteen;
2,808 were between fifteen and sixteen;
1,605 were between sixteen and seventeen, and
944 were over seventeen.

The average number of scholars in attendance in these schools during the past year was 14,508, while the average number on the Registers was 16,291.

The following Table shows the growth, during the past three years, in the number of Higher Grade Schools or Departments the number of scholars on the Registers, and the average attendance.

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Higher Grade Schools or Departments.

Year.	1903.	1904.	1905.
Number of Schools.	36	74	121
Number of Scholars on Registers aged:—			
Under 13	85	533	875
13 to 14	1,274	2,833	3,999
14 to 15	1,597	2,980	4,189
15 to 16	1,000	2,054	2,808
16 to 17	483	972	1,605
Over 17	216	555	944
Total	4,655	9,927	14,420
Average Attendance at:—			
1st year's Course	2,663	6,650	7,937
2nd year's Course	1,223	2,137	4,340
Courses beyond 2nd year	662	1,302	2,231
Total	4,548	10,107	14,508

Instruction supplementary to that of the day school is now provided for under the Continuation Class Code. For particulars as to the operations under this Code see Section IX. of the Report.

Training Colleges.

Another, and a separate, head of the Parliamentary grant consists of the payments made to eight Training Colleges, and four Local Committees for the training of King's Students, from which the supply of certificated teachers is mainly drawn. The number of King's Scholars in these colleges at the commencement of the current session was 1,395, whilst the number of King's Students in training was 333. The report upon these institutions by H.M. Senior Chief Inspector, Mr. Scougal, and the detailed statistics relating to them, will be found in the Appendix.

Rate of progress since 1872.

The following table shows, in a comparative form, the rate of progress since the Act of 1872. It has been pointed out in previous Reports, that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only

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a limited number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that it has been possible to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

	Years					
	1872.	1880.	1890.	1900.	1904.	1905.
ESTIMATED POPULATION	3,395,802	3,705,314	4,109,275	4,324,944	4,621,311	4,672,145
NUMBER OF SCHOOLS —						
Day Schools	1,979	3,064	3,076	3,104	3,115	3,123
Higher Grade Schools	—	—	—	31	74	121
ACCOMMODATION—						
Day Schools	281,688	602,054	714,865	893,842	948,657	963,151
Higher Grade Schools	—	—	—	9,292	18,965	28,267
AVERAGE NUMBER ON THE REGISTERS DURING YEAR—						
Day schools	—	534,428	664,466	753,287	780,877	787,492
Higher Grade schools	—	—	—	3,271	10,453	16,291
AVERAGE ATTENDANCE						
Day schools	213,549	404,618	512,690	626,089	672,162	681,873
Higher Grade schools	—	—	—	2,949	10,107	14,508
NUMBER OF—						
Certificated Teachers	2,566	5,330	7,745	10,845	12,801	13,604
Assistant „	—	444	1,320	2,418	2,718	2,718
Pupil „	3,642	4,582	3,883	3,926	4,182	4,191
King's Scholars in Training Colleges	729	892	861	1,250	1,387	1,395
King's Students (Art. 96)	—	—	—	110	263	333

Resources for Maintenance of Educational System.

The resources upon which our educational system is maintained may be classified as local and imperial, the local contributions consisting chiefly of voluntary subscriptions and of rates. Of these, the voluntary subscriptions in support of day schools reported on last year amount to 36,503*l.* The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 649,661*l.* This does not, of course, represent the full expenditure from the rates on education.

During the year 1904–1905, as we learn from the Accountant in Edinburgh, whose report has not yet been issued, the total amount raised from the education rate was approximately 1,134,242*l.* 7*s.* 2*d.*, which necessitated an average rate of 10·77 pence instead of 11·49 pence in 1903–1904.

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Another item which formerly constituted a large part of the local contributions, viz., the school pence, has undergone, since 1st October 1889, a very material modification. This item is now replaced, as regards by far the greater part of its amount, by the fee grants under the Parliamentary Vote and by sums accruing under the Local Taxation (Customs and Excise) Act, 1890, and under the Education and Local Taxation (Scotland) Act, 1892. The effect of these changes is discussed in a subsequent part of this Report.

The amount of Parliamentary grants to day schools under inspection has increased from 810,361*l.* 4*s.* 5*d.* to 845,595*l.* 16*s.* 7*d.*, while the rate of grant for each scholar in average attendance has increased from 1*l.* 3*s.* 10¼*d.* to 1*l.* 4*s.* 5*d.*

The cost of "maintenance" per child in average attendance was:—

In public schools - -	3*l.* 3*s.* 11*d.*
In voluntary schools - -	2*l.* 10*s.* 9½*d.*

Towards which there was contributed:—

	In Public Schools. £	s.	d.	In Voluntary Schools. £	s.	d.
By ratepayers - - - -	1	1	2¼		—	
„ subscribers - - - -		—		0	7	4¾
„ aid grant to Voluntary Schools		—		0	3	0
„ general aid grant - - -	0	3	7¼	0	3	5
„ fee grant - - - -	0	12	0	0	11	2¾
„ fees—						
Children's pence, &c. - -	0	1	0½	0	2	0¾
„ endowment - - - -	0	0	4	0	0	11½
„ miscellaneous receipts - -	0	0	5½	0	0	8¼
Secondary Education Committees	0	0	9	0	0	3¾
Total - - -	£1	19	4½	1	9	0¾

The sum of 223,181*l.*, voted by Parliament as a General Aid Grant for the year ending 31st March, 1906, has been distributed in terms of our Minute of 16th February, 1905. The table below* shows the amount granted to various descriptions of schools for the year ended 31st March, 1905, under the terms of the Minute of 25th April, 1904.

* TABLE.

TABLE showing the amount paid by the Scotch Education Department in respect of the General Aid Grant for the year ended 31st March, 1905.

	Section I. of the Minute. £	s.	d.	Section II. of the Minute. £	s.	d.	Total. £	s.	d.
To school boards for public schools -	16,091	14	0	89,891	14	0	105,983	8	0
To managers of voluntary schools:—									
Church of Scotland - - -	90	0	0	494	17	0	584	17	0
United Free Church - -	—			269	8	0	269	8	0
Episcopal Church - - -	470	0	0	1,633	7	0	2,103	7	0
Roman Catholic Church - -	290	0	0	10,006	19	0	10,296	19	0
Undenominational - - -	460	0	0	1,270	2	6	1,730	2	6
Total - -	17,401	14	0	103,566	7	6	120,968	1	6

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Proceeding to deal separately and in greater detail with the questions to which these statistics relate, we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been maintained; and, lastly, the teaching power now available and the means for recruiting or developing that power.

I.—*School Supply.*

The following table shows the classification of schools on the Annual Grant List in the last three years as compared with that of 1872:—

	1872.	1903.	1904.	1905.
Public	—	2,793	2,834	2,882
Church of Scotland	1,311†	20	18	20
Free Church	523	4	6	6
Episcopal	46	66	66	66
Roman Catholic	22	192	196	201
Undenominational and other schools	— ‡	74	69	69
Total	1,902	3,149	3,189	3,244

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.
‡ Included with Church of Scotland and Free Church prior to 1879.

School places.

The schools on the annual grant list, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1905 sufficient for 991,418 scholars, or 21·22 per cent. of the population.

Of the total increase of 709,730 seats in schools under inspection, we reckon that about 230,000 have been required to meet the growth of the population during the last 33 years. Making allowance for cases where accommodation may have been provided, somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

School Building Grants.

Confining our statistics, as we are obliged to do, to those of the schools established before the passing of the Act of 1872, to which grants were made by the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education and 31st December 1886, when the last building grants were

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paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8½*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; and at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December, 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

Loans.

The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August 1878 the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then* loans to the amount of 7,204,755*l.* 18*s.* 6*d.* The total sum of the loans sanctioned by the Board of Education and the Department, amounting to 9,603,558*l.* 7*s.* 3*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st January last, in providing school accommodation. The total amount borrowed by school boards up to 15th May, 1905, as appearing in their balance sheets, was 9,077,965*l.* 15*s.* 3*d.* Of this sum 3,420,821*l.* 7*s.* 9*d.* has been repaid up to that date, leaving a debt of 5,657,144*l.* 7*s.* 6*d.* As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of the amount of loans sanctioned represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 7,505,675*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

* To 31st January last.

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From these various resources, school accommodation to the amount of 991,418 places, showing an increase of 252 per cent. in the last 33 years, has been supplied to meet the requirements of the country. The building grants having ceased, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

Attendance to be expected.

We have next to consider what number of children ought to be daily in attendance at school. The children between 5 and 14 (which is the school age under the Scotch Education Acts) constituted in 1901 19·38 per cent. of the total population, and are now estimated to amount in Scotland to 905,686. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children and this difficulty is increased by the difficulty of obtaining information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance; while some deduction must also be made on account of the non-attendance in rural districts of children of tender years for which reasons more or less plausible may be adduced. On a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one-sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1905 was 4,672,145, one-sixth of which is 778,691. The actual supply is in excess of this by about 213,000 places reckoned according to the minimum requirements under the Code. Considering that, for many reasons, school boards and other managers find it expedient to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is in excess of what is needed; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete, except in view of increasing population.

Returns.

We publish in the Appendix :—

Returns of the loans sanctioned under Section 45 of the Education (Scotland) Act, 1872, for the erection or enlargement

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of schools, of the sale of public schools sanctioned under Section 36 of the Education (Scotland) Act, 1872, of the transfer of Schools sanctioned under Sections 38 and 39 of the Education (Scotland Act), 1872, as well as of the grants made to supplement the rates of poor and populous districts (Section 67 of the Act of 1872, as amended by Section 1 of the Act of 1897).

II.—*School Attendance.*

Number on Registers and average attendance.

With our present estimated population there might be 934,429 (1 in 5) on the registers, and 778,691 (1 in 6) in average daily attendance.* But our returns show only 804,162 children on the registers of all the schools upon the annual grant list and 696,381 in average attendance in respect of these schools.

In other words, for every 100 children who might be on the registers, for whom some 100 school seats have been provided, we have only 86 scholars on the registers, and 75 in daily attendance. We think that, without unduly straining the compulsory clauses, a considerable addition might be made to the number in average attendance. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of children wholly or partially exempted from school attendance in terms of Section 3 of the Education (Scotland) Act, 1901, it follows that there might be over a hundred thousand scholars more than at present on the registers of aided schools.

The following Return gives particulars for certain years of the scholars in average attendance, and the numbers on the Registers of all schools in receipt of Annual Grants, and shows the proportion which they bear to the estimated population of the Country, together with the percentages of the scholars in average attendance to the total numbers on the School Registers:—

	1884-5.†	1890-1.	1900-1.	1902-3.	1903-4.	1904-5.
1. Average attendance of Scholars of *Schools on the Annual Grant List*	471,175	540,028	636,374	669,289	682,269	696,381
2. Estimated population	3,897,277	4,033,103	4,472,103	4,571,030	4,621,811	4,672,145
3. Scholars on the School Registers of *Annual Grant Schools*	612,094	680,580	767,421	785,473	793,492	804,162
Percentage of (1) to (2)	12·08	13·38	14·23	14·64	14·76	14·90
„ (3) to (2)	15·70	16·87	17·16	17·18	17·17	17·21
„ (1) to (3)	76·97	79·34	82·92	85·21	85·98	86·60

† First year for which figures are now available.

These figures represent a distinct advance on those for the preceding year. The percentage of average attendance to the number on the register is the best on record.

* We are here following the proportion that has been accepted in the past, and propose to consider very carefully how far it is in accordance with present circumstances.

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During the past year returns as to school attendance, not only in the state-aided schools but also in Higher Class, Private, and other schools within their districts, have been called for from the School Boards. Although these returns may not in every case be absolutely accurate and complete, the result of the enquiry, as summarised in the following table, is of great interest and value. The figures relate to the twelve months ended 31st December, 1904.

Number of Children between the ages of :—	Estimated Population in 1904.	Number of Scholars on Registers in *all* Schools.	Average Attendance in *all* Schools.	Children exempted in terms of the Education (Scotland) Act, 1901.	
				Conditionally.	Without Conditions.
5 and 7	192,293	157,828	131,977	—	—
7 „ 12	481,467	464,765	410,795	—	—
12 „ 14	183,715	176,333	154,807	6,942	1,907
5 „ 14	857,475	798,926 =93·17 per cent. of population of School age (5 to 14 years)	697,579	—	—
over 14	—	35,741	31,638	—	—
Total Number of Children.	—	834,667	729,217 =87·37 per cent. of No. on Registers.	—	—

Relief of fees.

In connection with this, it may be convenient again to recapitulate the steps by which fees have been almost entirely relieved in State-aided schools. By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following, and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890, applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5–14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit was extended (3–15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1905 the sum so voted was 350,857*l.* During the year ended 31st March 1906, besides the sum of 40,000*l.* available under section 2 (ii.) of the Local Taxation Act, 1890, a further sum of 27,777*l.* was available under section 2 (6) of the Education and Local Taxation

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Account (Scotland) Act, 1892. The capitation grant paid in relief of fees is at the rate of 12*s.*, of which 10*s.* is met from the Parliamentary Grant and 2*s.* from the sums otherwise available.

The table below * shows the amount granted to various descriptions of schools for the year ended 31st March 1905. The following is an approximate statement as to the extent of the relief granted:—

Number of scholars on registers of schools on annual grant list between 3 and 15 years of age - - - - - - - -	795,809
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - - - -	16,750
Extent of relief granted by the Code -	779,059

These figures show that, except for a comparatively insignificant number of schools and scholars, free education practically prevails throughout the State-aided schools in Scotland.

III.—*Subjects of Instruction, &c.*

Main Subjects.

The main subjects of instruction are reading, writing, and arithmetic. But while these subjects naturally form the staple of work of the school, it has never been the practice in Scotch schools to confine the instruction, even in the more elementary stages, to those subjects. It has been found that a reasonable infusion of other subjects, while adding to the interest of the work, stimulating the intelligence and developing the capabilities of the children, tends to further rather than to retard progress in the essential subjects. But these subjects, while rarely or never to be omitted, are to be regarded as auxiliary only. They are valuable for the discipline they afford, and the variety of means they offer for exercising the intelligence of the children, rather than for the amount of positive knowledge or proficiency acquired, though that may be not inconsiderable.

Auxiliary Subjects.

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* TABLE.

TABLE showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March, 1905.

	£	s.	d.	£	s.	d.
To school boards for public schools -	360,305	15	0	360,305	15	0
To managers of voluntary schools:—						
Church of Scotland - - -	1,978	4	0			
United Free Church - - -	1,077	12	0			
Episcopal Church - - - -	6,423	3	0			
Roman Catholic Church - -	39,878	0	0			
Undenominational - - -	3,489	18	0			
				52,846	17	0
				£413,152	12	0

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The auxiliary subjects, as described in Article 19 of the Code, are: — Physical exercises, singing, drawing, nature knowledge, geography, history, and, for girls, sewing. Certain of these subjects, *e.g.*, nature knowledge, geography, history, may be, and ought to be, made to subserve in large degree the purposes of the main instruction in English and arithmetic, and instruction in the former class of subjects need in no way interfere with the attainment of due proficiency in the latter. Drawing, if properly taught, is a valuable instrument for nature study, and may indeed be reckoned as part of the same subject. Other subjects, *e.g.*, physical exercises and singing, while less intimately allied with the main instruction, are essential concomitants of it, while sewing is a subject in which some degree of expertness must be acquired during school life, if it is to be acquired at all.

For these reasons we regard the foregoing subjects, each in due measure, and with due regard to the age of the pupil, as integral parts of the curriculum in the elementary stages of every school, and we would regret if, whether from the lack of duly qualified teachers or other causes, any part of this comprehensive discipline should have to be omitted.

The subjects in which the lack of expert teachers is most felt are physical exercises and drawing, but this defect is being gradually remedied through the agency of the classes for the further instruction of teachers, which have been established under Article 91 (*d*) of the Code. After allowing sufficient time for the operation of these classes to have its due effect, we hold that no school should continue to be recognised as efficient whose staff is not specially qualified in respect of some one or other of its members to give efficient instruction in all the branches of the normal curriculum.

Inquiry into Physical Training.

A Royal Commission was appointed in 1902 to enquire into the opportunities for physical training now available in the State-aided day schools and other educational institutions of Scotland, and to suggest means by which such training might be made to conduce to the welfare of the pupils, and, further, how such opportunities might be increased by continuation classes and otherwise, so as to develop, in their practical application to the requirements of life, the faculties of those who have left the day schools, and thus to contribute towards the sources of national strength. That Commission made its Report in March, 1903.

As was suggested by the Commission, a Committee was appointed to draft a suitable course of physical exercises for schools, and the Report of this Committee, together with the Syllabus of Physical Exercises prepared by them, was issued in March, 1904. School Authorities were furnished with a copy of this Syllabus and their special attention was drawn to the terms of the Report.

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Drawing.

Grants for instruction in drawing were made under Article 19. B. 4. to 2,917 schools out of 3,244, but this does not represent the complete number of schools in which some amount of instruction in drawing was given. The grant was withheld (or was not claimed) in some cases, either because of the insufficient amount of instruction given or because the character of the instruction was not such as to warrant the payment of a grant.

Singing.

Singing is taught in 3,202 schools, out of 3,244, and in all but 69 of these cases it was taught from notes. From the reports of our Inspectors we may reasonably hope that even this small residuum of schools in which singing is not taught, or is taught incompletely, will be further reduced.

Other Subjects.

The other auxiliary subjects (nature knowledge, geography, history, and needlework) are practically universal in all schools which possess the complete organisation of junior and senior divisions. The character of the instruction in these subjects will be gathered from the Inspectors' divisional reports; but generally we have to express our satisfaction with the progress made, while the various points of criticism contained in the reports will receive our attention with a view to effecting further improvement.

Savings banks and school libraries.

It is of interest to note that savings banks have been established in 118 schools, the amount standing to the credit of the depositors (12,471 in number) at the end of the school year being 4,220*l*., and that there are school libraries in 1,278 schools, with an aggregate of 286,007 books.

General Review.

For convenience of reference, it may be well again to recapitulate the alterations in the system upon which grants have been made in recent years. By an important change introduced into the Code in 1886, that large part of every school which consisted of scholars below the 3rd Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. It was afterwards carried out on a wider scale, so that individual examination ceased to form the basis of any payment for the ordinary standard work of the school. In the Report for 1897–98 further changes were foreshadowed, which have since been carried into effect. The main features of these changes were the fixing of a standard of attainment (that of the Merit Certificate) which might fairly be regarded as the satisfactory outcome of an Elementary School Course; the giving still greater freedom to Managers and Teachers in the determination of the steps by which that standard shall be attained, subject to such general provisions as shall secure sufficient breadth in the education given; and the defining of a normal curriculum for an Elementary School, in which provision is made for the teaching of Drawing, and also for such study of the common objects and natural features of the neighbourhood as may be a preliminary

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or concomitant of the more definite study of Elementary Science and Geography. A change in the method of inspection has also been developed, the main principle of which is that inspection should not regulate teaching but *vice versâ*, though it will still be the business of the Inspector to animadvert on deficiencies in the curriculum.

The passing of the Education (Scotland) Act, 1901, rendered it desirable that a further step should be made in educational organization. Certain changes, which are all in the line of recent developments, were accordingly made in the Code of 1903. The nature of these changes may be briefly summarized as follows:—Under the condition of things which existed prior to this Act, the Merit Certificate was properly described as the Leaving Certificate of the Elementary School, and as there was no security for the further continuance at school of pupils who had obtained this Certificate, it was desirable that the standard of attainment in elementary subjects required for the Certificate should be fixed as high as was reasonably possible, and no provision was made for the systematic instruction of pupils beyond this stage, except in the case of those pupils who took up the study of secondary subjects. But under the new condition of things it was found that large numbers of pupils for whom instruction in secondary subjects is not suitable obtained the Merit Certificate a considerable time before they were entitled to leave school. The provision of suitable courses of instruction for such pupils became imperative. The steps which we proposed to take to that end were, in the first place, brought before the public for discussion and suggestion in Circular 374, and have since been definitely embodied in Article 21 of the Code (Supplementary Courses) and the relative Schedules V. and VI. Connected with this change, and arising directly out of it, was another of similar importance. It was desirable that the Merit Certificate should continue as before to mark the successful completion of the whole course of the Elementary School proper. For that purpose it was necessary that it should record not merely the pupil's attainments at the time of entering on a Supplementary Course, but also the value of the work which he had done subsequently while in the Supplementary Course. It could, therefore, no longer be required as an indication of the pupil's fitness to enter upon such a course or to begin the studies proper to a secondary school or a higher grade school or department. For these purposes a standard of proficiency was indicated in Article 29 of the Code, which, while on the same lines as the former requirement of the Merit Certificate, takes account of the fact that the pupil's studies of elementary subjects will, in all these cases, be in some measure continued, and is, therefore, more elastic in character. It was also decided, after careful consideration, that the question of the pupil's fitness, according to this standard, to enter upon a higher course of studies, should no longer be determined by the results of a single examination, but by the whole character of his work during the preceding school course, and, particularly,

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during the six months preceding his possible transference, during which the Headmaster of the school would be charged with a special responsibility for observing, testing, and reporting to His Majesty's Inspector the attainments of the respective candidates. It is, of course, the duty of His Majesty's Inspector to ascertain that this responsibility is in all cases properly discharged.

One effect aimed at in these changes is an improvement in school organization, resulting from the transfer at an earlier age to secondary or higher grade schools of those pupils who desire, and are fit to enter upon, the work of such schools, while, in the case of those who remain in the elementary schools, further instruction in elementary subjects can be given in such form as to have a higher practical value for the work of life. Towards the close of the summer session of 1905, 43,438 candidates were approved by the Inspectors under Article 29 of the Code for enrolment in Supplementary Courses or Higher Grade Departments, and 7,558 were awarded a Merit Certificate under the Code.

Higher Grade Schools and Departments.

One further consequence of the change in organization already described has been a remarkable increase in the number of Higher Grade departments. These have increased from 36 in operation during the session 1902–3 to 133 at the beginning of the present session. Under the conditions created by the Act of 1901, these departments are no longer required to discharge the function of giving something of the nature of a specialized education to pupils who will leave school at a comparatively early age. That function, so far as it is necessary, is now discharged by the Supplementary Courses. The Higher Grade departments are therefore free to continue a stage further the *general* education of that considerable body of pupils, who, under the new conditions, may be expected to remain at school till 15 or 16. Hence the courses—predominantly scientific or predominantly commercial—which formerly characterized these departments will, we hope, tend to disappear and be replaced by a course of general education in which the study of English and one or more languages will be balanced by a sufficient but not excessive discipline in Mathematics (including Arithmetic), Science and Drawing, all specialization on commercial or technical lines being postponed until the pupils have reached the stage of the Intermediate Certificate. During the past year in the Higher Grade Schools or Departments, payments were made under Article 142 of the Code in respect of an average attendance of 14,508, of which 7,937 represented the attendance of scholars in the first year's stage of the various courses, 4,340 in the second, and 2,231 beyond the second; 4,661 scholars, were paid for at the higher rate on account of exceptional efficiency.

Fuller details as to the principles upon which the present organization of education in Scotland is based, in so far as that organization is affected by regulations of the Department, will be

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found in the "Explanatory Memorandum" which accompanied a selection of circular letters of the Department published in May, 1904.

IV.—*Teaching Power.*

Number of Teachers.

The number of schools under inspection in 1905 was 3,244 with an average attendance of 696,381 children. The Staff provided for the instruction of these scholars was made up as follows:—

	Total No. of Teachers.
1. Certificated Teachers (Art. 42).—	
(*a*) Trained, Male 3,805, Female 5,242 = 9,047	
(*b*) Untrained „ 875, „ 3,584 = 4,459	13,506
2. Provisionally Certificated Teachers (Art. 60)—	
Male 11, Female 87	98
3. Assistant Teachers (Art. 79).—	
Qualified under—	
(*a*) Art. 79 (*a*) Male 87, Female 1,265 = 1,352	
(*b*) „ 79 (*b*) „ 28, „ 17 = 45	2,718
(*c*) „ 79 (*c*) „ 90, „ 1,231 = 1,321	
4. Female Assistants (Art. 32 (*c*) 3)	172
5. Pupil Teachers (Art. 70).—	
(*a*) In 1st year Male 194, Female 800 = 994	
(*b*) „ 2nd „ „ 164, „ 805 = 969	4,191
(*c*) „ 3rd „ „ 183, „ 958 = 1,141	
(*d*) „ 4th „ „ 135, „ 952 = 1,087	
6. Stipendiary Monitors (Art. 70 (*h*) and (*i*))	12
Total number of Teachers of all grades	20,697

From the above statement it will be seen that 13,506 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for every 52 children. But if the number of teachers qualified under Article 79 be included, there is a proportion (exclusive of pupil teachers and unqualified assistants) of one qualified teacher for every 43 children, a proportion which might, however, with advantage be improved, especially as regards the supply of certificated trained teachers. We are glad to note that indications of a tendency towards improvement in this respect are not wanting. A comparison with the figures of last year shows the number of certificated teachers actually employed to have increased by 811 (Male 131, Female 680), whilst the number of assistant teachers has remained stationary and the provisionally certificated teachers under Art 60 have decreased by 8—a nett increase of 803 qualified teachers. The increase in average attendance during the same period has been 14,112, which—following the proportion referred to above, of one teacher for every 43 children—would account for only 328 of the additional teachers, leaving 475 to be accounted for by the more liberal staffing arrangements adopted by school managers.

Besides providing the 811 additional certificated teachers referred to above, the wastage resulting from the retirement

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of teachers from active service has to be made good, and it is important to consider whether the additions to the body of certificated teachers during the past year have been sufficient for these purposes. In order to arrive at trustworthy figures as regards the waste of teaching power, careful enquiry as to the cause of leaving has been made in all cases where certificated teachers have relinquished their appointments, and a summary of the results of this enquiry during the year 1905 — so far as teachers who are not known to have taken up fresh engagements in Scotland are concerned—will be found in the following table:—

Reasons for Leaving.	Number of Certificated Teachers who left.	
	Males.	Females.
Death	31	22
Retired	30	9
*Ill-health	16*	56*
Change of profession	13	17
Gone to South Africa	5	18
Gone abroad (elsewhere than South Africa)	8	14
Gone abroad to study	2	—
†Appointment in England	16	45
Appointment in a Higher-class School	3	1
Dismissed	4	1
Marriage	—	201
Domestic reasons	—	12
Gone to University	35	4
Reason not known	3	18
TOTAL	166	418

It is evident that the whole of the 584 teachers included in this statement, as well as the 36 referred to in the footnote, are, for the time being, lost to the teaching profession, but many of them will, no doubt, eventually re-enter it. Enquiries have shown the number of such cases of re-entry during the past year to have been approximately 100, and the nett loss may therefore be estimated at 520. This number added to the 811

* Of these, 3 Males and 6 Females received Disablement Allowances.
† These figures do not include 36 teachers (2 Males and 34 Females) who completed their training this year and have obtained appointments in England.

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additional certificated teachers already referred to, gives a total deficiency of 1,331 to be made good, It will be seen from the figures given below that the number of new certificated teachers recognised during the past year, viz., 1,169, falls short of this number by 162, and it would therefore seem that the present output of certificated teachers, whilst not in excess of the requirements, fairly meets the needs of the country under existing circumstances.

Sources of Supply.

It is well to recapitulate the sources from which the existing supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an Inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and there must be a constant diminution in the number of those whose certificates have been thus obtained.

Teachers Provisionally Certificated.

Another class of teachers are those who hold provisional certificates granted on certain conditions to pupil-teachers and others in terms of Article 60 of the Code. These qualify the holder to take charge of a small school with less than 60 children in average attendance, a somewhat lower qualification being accepted as sufficient for the charge of a school with an average attendance of not more than 40 scholars. We consider that such teachers may, for a few years, serve in small schools with advantage to themselves, and at a smaller cost than the salary of a fully-trained teacher would involve. The number of such teachers, however, shows a tendency to diminish. We find from our returns that, during last year, 98 teachers of these grades were actually in charge of such schools in place of 106 so in charge in the previous year.

Setting aside these necessarily limited sources of supply we find that the general sources from which the body of certificated teachers may be recruited, are to be found in those who have successfully completed their period of training as Students in Training Colleges, or as King's Students, and in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. During the past year 1,169 teachers were thus added to the body.

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Additions during the year.

The number includes students in training colleges, University King's Students under Article 96, graduates under Articles 47 II. (*c*) and 48 (*b*) of the Code, and acting teachers, as shown in the following table:—

	Male.	Female.	Total.
Students in training colleges	123	482	605
King's Students (Art. 96)	54	51	105
Graduates under Art. 47 II. (*c*)	15	23	38
„ „ „ 48 (*b*)	5	15	20
Acting teachers	6	395	401
Totals	203	966	1,169

This shows a decrease as compared with last year, when the numbers were 223 males and 1,053 females, or 1,276 in all.

Proportion of Trained Teachers.

Turning again to the whole existing supply of teachers, we find that of 4,680 male teachers, 81·30 per cent. had been students in training colleges or King's Students, while of 8,826 female teachers, 59·39 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who enter the examination as acting teachers, have acquired a knowledge of the duties of their profession by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the whole number of teachers again, we find that 1,515 are graduates (1,333 male and 182 female), while many have been partially educated at the universities, and have also acquired experience by service in schools. In the case of university graduates, the examination is confined to those subjects which bear directly on the practical duties of a teacher, or which are not included in the university curriculum.

Training Colleges.

The training colleges, however, continue to constitute the chief source of the teaching supply, and we found it expedient in 1898 and in 1900 considerably to increase the number of recognised students. These colleges, which are eight in number, are now recognised for 1,412 students.

Attendance at University Classes.

We estimate very highly the plan of adding some attendance at university classes to the ordinary curriculum of the training colleges. This plan was first proposed by the Code of 1873, under which the fees of students, who, after giving proof of their qualifications, attended university classes, were admitted as part of the legitimate expenditure of training colleges. Advantage has been taken of the opportunity to a large extent. The number of

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students who are attending university classes during the present year is shown in the following table:—

College.	Total number of King's Scholars in training.			Number of King's Scholars attending the University.		
	Males.	Females	Total.	Males.	Females	Total.
Aberdeen C.S. - -	14	116	130	11	4	15
,, U.F.C. - -	35	95	130	21	6	27
Edinburgh C.S. - -	71	149	220	43	58	101
,, U.F.C. -	90*	134†	224	43	32	75
,, Episcopal -	—	72	72	—	—	—
Glasgow C.S. - -	69	181	250	48	24	72
,, U.F.C. - -	81	169	250	81	36	117
,, R.C. - -	—	119	119	—	7	7
Totals - -	360	1,035	1,395	247	167	414

* Including two students under Article 95 (*b*.).
† Including one student under Article 95 (*b*).

These statistics show that not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training, and we believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education.

Candidates for admission to the Training Colleges—pupil-teachers.

Seeing that the training colleges are the source from which most of our teachers are drawn, it is interesting to inquire whence the candidates for admission to the training colleges chiefly come.

Last year there were 4,191 pupil-teachers of all years, 1,087 of whom were in the last year of their engagement. In December, 1905, 957 pupil-teachers and ex-pupil-teachers were presented at the examination for admission to the training colleges, of which number 439 passed the examination in the first or second class. There were also presented 274 candidates who had not been pupil-teachers, of whom 70 qualified for admission. In addition, 531 candidates (389 pupil-teachers and 142 non-pupil teachers), having passed the qualifying examinations mentioned in Articles 70 (*d*) 6 (*a*), 70 (*d*) 6 (*b*), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) and 96 (*b*) of the Code, were eligible for admission without further examination. It appears that it is the pupil-

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teacher class from which the great majority of our students come, and the training and qualifications of the pupil-teachers must thus exercise a determining influence upon the future teachers who come from training colleges.

The Code now restricts the examinations of pupil-teachers to an examination at the end of the second year, and another at the close of their engagement, whilst those who have been successful at the Leaving Certificate Examination are on certain conditions exempted even from these tests (see Article 70 (*d*) 5 and 6). It has been found advisable, however, to take steps to secure that certain subjects of prime importance in the training of future teachers should receive regular attention throughout the pupil-teacher course.

The table below gives particulars of the King's Scholars in training, October, 1905.

* NUMBER OF KING'S SCHOLARS IN TRAINING, OCTOBER, 1905.

Year.	Who have been Pupil Teachers.			Who have not been Pupil Teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
First Year	138	422	560	30	58	88	168	480	648
Second Year	132	466	598	27	52	79	159	518	677
Third Year (Article 83 (*c*))	23	31	54	8	5	13	31	36	67
Totals	293	919	1,212	65	115	180	358	1,034	1,392*

* There are in addition three students under Article 95 (*b*) at Edinburgh U.F.C. Training College, making a total of 1,395 King's Scholars as compared with 1,387 last year—an addition of 8.

But there is another source from which the supply of trained teachers may be kept up. In the Code for 1895 important changes were introduced, by which it is made possible for the universities to share even more fully in the training of teachers. That Code provided for a new class, called King's students, who receive the chief part of their instruction at the universities, while otherwise they are under the supervision of a Local Committee responsible for their professional training. Advantage is being taken of this new provision to an increasing extent. King's Students, Art. 96.

Particulars of the King's students in training during the year 1904–05 will be found in table 6 of Part III. of the Appendix,

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whilst the following table shows the number during the present session:—

NUMBER OF KING'S STUDENTS IN TRAINING, OCTOBER, 1905.

Year.	Who have been Pupil Teachers.			Who have not been Pupil Teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
First Year	18	71	89	16	56	72	34	127	161
Second Year	17	56	73	11	41	52	28	97	125
Third Year (Article 83 (c))	1	20	21	5	21	26	6	41	47
Totals	36	147	183	32	118	150	68	265	333

The total of 333 students shows an increase of 70 over last year.

The need for teachers of the very highest attainments, particularly in Science and in Modern Languages, has been emphasized by the establishment, under the Code of 1899, of Higher Grade departments, in which special attention will be given to these subjects, and we are of opinion that for the supply of such teachers we must look to the special class of University King's Scholars and Students. It accordingly became necessary to take steps to define more exactly the course of instruction to be pursued by these University King's Scholars, and, while making provision for their practice in teaching, and for their due proficiency in certain non-University subjects, to ensure that as far as possible their studies should be of a University standard. As a step in this direction it was enacted in the Code for 1901 that all University King's Scholars or Students shall have passed the University preliminary examination or hold leaving certificates exempting them therefrom before admission to University classes as part of their course of training.

As regards the remaining King's Scholars also, the recent alterations in the Code, in particular the introduction of Drawing as a compulsory subject and the institution of the new subject of Nature Knowledge, would have rendered necessary some re-adjustment of the Training College Syllabus. The changes foreshadowed in the report for 1901 were, after careful consideration, adopted, and will be found embodied in Article 43 of the Code and Circular 329, while the corresponding changes in the method of examination are explained in the Circulars and other papers re-printed in Part III. of the Appendix.

A further step in the direction of raising the standard of general education among future teachers, and, incidentally, of enlarging the opportunities for training, was taken in Their Lordships' Minute of the 30th January, 1905, establishing Committees for the training teachers in connection with the

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Universities. The Committees under this Minute have now been constituted and it may be expected that they will be in a position to take charge of the training of students in the coming session.

Teachers Salaries.

The average salary of a schoolmaster (whether principal or assistant) is now 151*l.* 7*s.* 6*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.*, and is now 77*l.* 8*s.* 8*d.* Besides this, 1,562 masters and 557 mistresses are provided with residences free of rent.

Further particulars as to teachers' salaries will be found in tables 12 and 13 of Part II. of the Appendix.

V.—*Pensions.*

Code Pensions.

We have received, during the year ended at Michaelmas, 1905, 24 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July, 1875, 16th June, 1884, and 27th March, 1899, and have awarded 2 pensions of 30*l.*, 4 of 25*l.*, and 2 of 20*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 861 Scotch applications. We have awarded 65 pensions of 30*l.*, 159 of 25*l.*, 250 of 20*l.*, 1 of 15*l.*, and 11 of 10*l.*, and 83 gratuities to the amount of 2,073*l.* 10*s.*

It may be noted that the following pensions have been awarded under the Minute of 16th June, 1884, which extended the original limits of Article 118 of the Code in favour of teachers employed before August, 1851; viz., 46 of 30*l.*, 78 of 25*l.*, and 137 of 20*l.*

We may also call attention to the more liberal condition as to pensions under the Code, to which we obtained the sanction of the Treasury in 1899, under which any teacher who was at work before 1872 is eligible, instead of those only who began work before 1862.

Allowances under the Superannuation Act.

During the year ended 31st March, 1906, annual superannuation allowances, amounting to 852*l.* 14*s.* 0*d.*, were granted under Sections 1 (2) (*d*) and 5 (2) (*a*) of the Elementary School Teachers (Superannuation) Act, 1898, to 26 teachers (21 men and 5 women) who had attained the age of 65 years, or any later age to which their certificates may have been extended under Section 1 of the Act. Since 1st April, 1899, when the Act came into force, 144 teachers (112 men and 32 women) have been granted superannuation allowances amounting to 4,632*l.* 5*s.* 9*d.*

Disablement Allowances.

During the same year disablement allowances, amounting to 677*l.* 4*s.* 1*d.*, were granted under Section 2 of the Act to 23 teachers under 65 years of age (11 men and 12 women) who satisfied the Treasury that they had become permanently incapable, owing to infirmity of mind or body, of being efficient teachers in elementary schools. Since 1st April, 1899, the sum of 4,137*l.* 16*s.* 2*d.* in respect of these allowances has been granted to 152 teachers (62 men and 90 women).

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Contributions under the Superannuation Act.

In addition to the superannuation allowance, a teacher, on attaining the age of 65 years, is entitled to the annuity in respect of his contributions to the deferred annuity fund. The rate of contribution up to 31st March, 1901, was 3*l.* per annum for men and 2*l.* per annum for women. On the 1st of April of that year the rate of contribution for men teachers in Scotland was increased under Section 1 (2) (*b*) and (3) of the Act, to 3*l.* 5*s.* per annum, and on the 1st of April, 1902, to 3*l.* 10*s.* per annum under Treasury Warrant dated 19th February, 1902. Between the 1st of April, 1899, when the Act came into force, and the 31st of March, 1906, the sum of 145,292*l.* 18*s.* 6*d.* has been paid to the National Debt Commissioners for the purposes of the fund, the respective contributions of men and women teachers amounting to 74,969*l.* 7*s.* 0*d.*, and 70,323*l.* 11*s.* 6*d.*

Extension of Certificates.

The certificates of 15 teachers (11 men and 4 women) were extended under Section 1 of the Act, which provides that a teacher's certificate shall expire on his attaining the age of 65 years unless the Department, on account of his special fitness, allows his service to continue for a further limited time.

VI.—*Blind and Deaf-mute Children.*

We have referred in previous years to the fact that by the Education of Blind and Deaf-mute Children (Scotland) Act, 1890, provision has been made to secure the education of such children. The payments by School Boards sanctioned under the Act run as a rule from 10*l.* to 20*l.* In some cases an amount for transit has also been sanctioned. A lower amount has been sanctioned in those cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense, or in which part of the cost has been contributed from private sources.

In connection with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated, but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of costs.

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Fourteen institutions not otherwise on the annual grant list, and 17 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 31st August, 1905, on account of 858 scholars whose attainments in elementary or class subjects were found to be satisfactory, and a further grant of 2*l.* 2*s.* in each case was allowed on account of 847 of these scholars who had made satisfactory progress in some course of manual instruction. In the case of 15 other scholars the grant of 2*l.* 2*s.* only was paid.

Defective and Epileptic Children.

The Code contains special provision for defective and epileptic children by which it is hoped that school managers will be enabled to deal more effectively with such cases, while not permitting their instruction to interfere with the arrangements made for the ordinary scholars. During the past year we find that classes for these children were established in eight schools, and were attended by 343 scholars, for whom a grant of 931*l* 15*s.* 2*d.* was claimed under Article 20 (II.).

VII.—*Highland Schools.*

Special Attendance Grants.

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 673 out of 701 schools inspected during the past year in the specified counties, and extra grants amounting to 10,852*l.* 13*s.*, have been paid under its provisions during the year.

Grant for Higher Instruction.

This Minute offered another advantage to these counties in an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was expedient to give special opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools.

Care was taken in introducing the new system of payments in 1899 to preserve these special advantages to the districts in question, and under Articles 22 and 147 an additional sum of 2,664*l.* 16*s.* has been paid in respect of an average attendance of 7,824 scholars.

Grant for Gaelic-speaking Pupil-Teachers

Further, as a result of the Minute above referred to, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers. Arrangements have now been made whereby a test of a literary knowledge of Gaelic will be set in the Leaving Certificate Examination, and the results of this experiment will be watched with interest.

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Special Assistance to certain Boards.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we, nevertheless, felt ourselves compelled, in the interests of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of long, minute, and anxious consideration; and, as a result, under a Minute of 21st December 1888, certain terms were offered to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educational administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis. Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which we then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland and Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the Estimates a sum of 4,000*l.* for special grants to these districts. The result has been eminently satisfactory. In the case of six school boards—those of Stenscholl, South Uist, Kilmuir, Barra, Bracadale and Snizort—the provisional arrangement has been terminated, the boards having attained a satisfactory condition of financial and administrative efficiency. For the purposes of the seven school boards—(Lewis) Barvas, Lochs and Uig; Harris; (Skye) Duirinish, Strath and Sleat—still retained under a Minute of 4th March, 1895 (which modified the Minute of 21st December, 1888), a sum not exceeding 1,500*l.* was allocated in the Minute providing for the distribution of the General Aid Grant. Though it cannot be said that the local resources are sufficient to meet in each year the present burdens in the case of these seven boards, it is hoped that, before long, local responsibility may in the case of some if not all, of these boards be fully restored.

VIII.—*Secondary and Technical Education.*

Inspection.

In previous reports we have referred to the results of the inspection of higher schools, which was first undertaken after

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the re-organization of this Department in 1885. We have already noted considerable improvement in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and we are glad to say that their efficiency continues to be maintained. But it is to be observed that there are still cases where the work of teachers is handicapped through the failure of School Boards to provide suitable premises and equipment. The number of schools under inspection is now 109, 32 being higher class public schools, 24 endowed schools, and 53 schools under voluntary managers who have invited the inspection of the Department.

Maintenance —Grants administered by Burgh and County Committees.

By the passing of the Education and Local Taxation Account (Scotland) Act in 1892, an annual sum of 60,000*l.* became available for secondary education in Scotland. The cost of the inspection of higher class schools, and of the Leaving Certificate Examination, is mainly met from this source, and for the year 1905–1906 a sum of 4,700*l.* was taken for that purpose. The question of the method of distribution by which the available balance might most effectually contribute to the educational benefit of each locality was referred by the Minute of 1st May 1893, to Burgh and County Committees, who administer the share of the grant falling to their respective districts in accordance with schemes previously submitted to and approved by the Department. This arrangement has been continued by subsequent Minutes and the regulations now in force are set forth in the Minute of 10th June, 1897, as amended by that of 30th April, 1900. That Minute provides for an extended representation of those local authorities who are willing to entrust to the Committee the administration of sums which are at their disposal for purposes of technical education, and the authorities of 12 counties, 9 burghs, and 21 police burghs have taken advantage of this provision, and passed special resolutions, in accordance with which a sum of 7,851*l.* 13*s.* 2*d.* was this year handed over to the Secondary Education Committees for distribution.

Synopsis of Schemes.

A synopsis of the schemes which have been approved for the distribution of the grant, and particulars of the actual amounts received and expended by the committees, under each head, during the year ended 15th May, 1904, and the number of schools and individual scholars for whose benefit these payments were made, will be found in the Appendix, and a similar return of particulars relating to the year ending 15th May, 1905, will be made in the separate report on Secondary Education to be issued next Autumn.

Speaking generally, we find that out of a total grant for the year ended 31st March, 1906, of 55,300*l.*, together with any balance in the hands of the committees from the grants of former years, about 20,000*l.* has been assigned in subsidies to higher class schools, and about 23,000*l.* in subsidies to higher departments of State-aided schools. These subsidies are in certain cases conditional upon the provision of free places for

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bursars and other scholars. The larger portion of what remains is allocated for bursaries and travelling expenses. It is satisfactory to find that an increasing number of Committees are making provision for the payment of subsidies to schools in the shape of a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year.

Grants under the Minute of 27th April 1899.

Under the provisions of Section 2 (4) of the Local Taxation Account (Scotland) Act, 1898, a further sum is available for purposes of Secondary or Technical (including Agricultural) Education in Scotland, and in terms of the Minute of 27th April, 1899, as amended by the Minute of 15th June, 1899, the sum available for the year 1904–1905 was allocated as follows:—

	£	s.	d.
Inspection of Higher Class Schools, and Leaving Certificate Examination - - -	2,000	0	0
Agricultural Education - - - - -	2,000	0	0
Grants to Higher Class Secondary and Technical Schools (Paragraph 3) - - - - -	31,100	0	0
Fund established under Paragraph 6 of Minute -	2,689	11	11
TOTAL - - -	37,789	11	11

Grants amounting to 22,027*l.* 0*s.* 10*d.* have been made from the fund established under paragraph 6 of the Minute towards the provision of new buildings in connection with, and the establishment of, institutions for giving secondary and technical education. This leaves a balance of 19,483*l.* 19*s.* 4*d.* standing to the credit of the fund. Details of the grants under paragraph 3 and paragraph 6 will be found in the Report on Secondary Education which was issued in December last, and which will be found in the Appendix.

In determining the grants under paragraph 3 to Higher Class Schools, a fixed sum was first awarded to each school, and this was supplemented by an amount which varied according to the average attendance of pupils over 12 years of age, and (in the case of Higher Class Public Schools) the proportion which the expenditure from rates upon the school bore to the valuation of the district. No grant in excess of 750*l.* was allowed, and the grants to schools, which would otherwise have received less than 350*l.* were augmented to that sum. In accordance with the Minute of 14th June, 1901, the sum of 38,151*l.* 19*s.* 8*d.* available for 1905–1906 will be distributed in terms of the previous Minutes.

Leaving Certificate Examination.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of Secondary or Higher Class Schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform

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test, and such strict method in the conduct of the examination, as are necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was last year 393 (including 301 State-aided schools); that the number of candidates, which was 972 in 1888, was last year 13,577; and that the total number of papers taken, which was 4,300 in 1888, was last year 49,809. Pupil-teachers were also presented from 435 schools from which no ordinary pupils were presented. Further details, with regard to last year's examination, will be found in the Report on Secondary Education issued in December last.

A large number of university and professional authorities accept certificates of pass at this examination in lieu of such preliminary examinations as are held under their direction.*

Instruction in Science and Art.

In connection with the transfer of the administration of Science and Art Grants in Scotland to this Department, an opportunity has been afforded for making certain desirable changes in the organization of Secondary Education in the country. The subjects of the Science and Art Directory have hitherto, like the specific subjects already referred to, been taught without much regard to the general curriculum of the school, and very largely without any definite aim or purpose beyond that of bringing additional grants to the school. In considering the organization of instruction in Science and Art, and of Secondary Education generally, a distinction must be drawn between such instruction as forming part of a scheme of general education such as is given in Secondary Schools or Secondary Departments, and the teaching of isolated subjects to pupils who have

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* Amongst these we may name:
The Lords of Council and Session (for the purposes of the Law Agents Act);
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities for the Preliminary Examination;
The University of London;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Army Council † (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army);
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Chartered Accountants of Scotland;
The Institution of Civil Engineers;
Girton College, Cambridge; and
Royal Holloway College, Englefield Green, Surrey.

† The Army Council desire it to be known that in the case of Schools in Scotland, the Certificates of the Scotch Education Department are the only Certificates of the kind which receive their recognition. For detailed conditions see Circular Letter No. 392 (Army Certificates).

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already completed their school career, and who, while engaged in some business or industry, desire to take up the study of some special subject in which they are interested or which they find useful in connection with their daily occupation. Such special study is usually pursued in evening classes.

In Schools under the Code.

The lines of organization of Secondary Education in day schools are fixed by the Education (Scotland) Act of 1872, which distinguishes between those public or other schools which may share in the Parliamentary Grant, and those others defined in the Act as "Higher Class Schools" which may not. It has been thought more in accordance with sound administration that all forms of instruction in the former class of schools should be aided from the Parliamentary Grant, and accordingly in the Code of 1899 and succeeding Codes provision has been made for the payment of very substantial grants—obtained in part from the commutation of Science and Art grants formerly paid to these schools—on account of the instruction in a certain limited number of schools, known as Higher Grade Schools, of the pupils who have shown their fitness for more advanced instruction, the curriculum of these Schools including a reasonable but not excessive infusion of the subjects for which Science and Art grants were formerly paid. The recent development in the curriculum of Higher Grade Schools, which has been rendered possible by the passing of the Education (Scotland) Act, 1901, is referred to on page 15 of this report.

In Higher Class Schools

Higher class schools are, as already stated, not eligible to share in the Parliamentary Grant, but some of them have, in the past, been in receipt of considerable sums of varying amount from the Science and Art Vote on account of instruction in a variety of special subjects according to the syllabuses of the Science and Art Directory. Certain others have received aid from this Vote in a different form, namely, as Schools of Science, the Grants to which were for the most part paid on a general curriculum embracing a definite amount of instruction in specified branches of Science and Art. It is our desire to foster instruction in Science and Art in higher class schools, and in other similar schools not in receipt of grant under the provisions of the Code, in every possible way consistent with a due regard to the general aims of these schools, and to that end the regulations contained in our Minute of 30th May, 1903, have been devised, and have met with general approval, 53 schools having applied for, and having been accorded, recognition during the last year. In 46 of these the curriculum includes Drawing in addition to Science, in 28 Educational Handwork is taught, while in 23 schools subjects of Practical Household Economy are taken.

IX.—*Continuation Classes.*

Continuation Classes.

The further instruction in special subjects of pupils who had already completed their day school course, was, until 1901, conducted under two sets of Departmental regulations, viz., the

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provisions of the Code for Evening Continuation Schools, and the Science and Art Directory. For reasons set forth in previous reports these have been replaced by an uniform set of regulations embodied in the Continuation Class Code, which takes cognizance of all forms of specialised instruction, from the most elementary to that given in those specially selected central institutions which may be described as industrial universities.

The following table shows the number of approved separate centres for Continuation Classes and the main divisions of classes, in respect of the five sessions during which the Continuation Class Code has been in operation:—

Session.	Separate Centres.	Divisions of Classes.			
		I.	II.	III.	IV.
1901–1902	774	483	622	45	120
1902–1903	736	447	585	56	93
1903–1904	734	437	600	60	121
1904–1905	761	441	644	75	116
1905–1906	748	405	634	96	115

Ten Institutions have been exempted from the provisions of the Code—under the powers conferred by Article 87—and these are working under special minutes (applicable to each institution) to which the consent of the Treasury has been given, viz.:—Aberdeen Gordon's College and Gray's School of Art, Aberdeen and North of Scotland College of Agriculture, Dundee Technical Institute, Edinburgh and East of Scotland College of Agriculture, Edinburgh Heriot-Watt College, Glasgow and West of Scotland Technical College, Glasgow Athenæum Commercial College, Glasgow School of Art, Leith Nautical College, and the West of Scotland Agricultural College. The character of the instruction will be gathered from the Reports on these important institutions to be found in the Appendix.

It is observed that while Continuation Classes were conducted by 310 School Boards in 1902–03, and 315 in 1904–05, and while such Managers number 324 in the current session, the management by other local bodies has fallen from 57 in 1902–03 to 41 in 1905–06. Generous support in aid of Continuation Classes is given by various Town and County Councils and Secondary Education Committees, and it may further be noted that six County Councils and one Secondary Education Committee have assumed the direct management of classes, much useful work being overtaken.

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With regard to separate centres, while the number increased from 734 in 1903–04 to 761 in 1904–05, it has this session fallen to 748. Of the 748 centres, 132 are new, which shows that recognised classes at 145 centres, existing in 1904–05, have been dropped. The instability of the classes in rural districts would appear to be primarily responsible for these fluctuations. It may be of interest to record that, whereas the County of Lanark easily heads the list with 137 centres, followed by Fife 89, Ayr 61, Stirling 51, Edinburgh 50, Renfrew 49, and Aberdeen 47, there are no less than 16 counties with fewer than 10 centres, and of these, Inverness, which had 14 centres in 1904–05, has now only 5. Sutherland, which in 1904–05 was the only county in Scotland in which there was not a single class recognised under the provisions of the Continuation Class Code, now contains 2 such centres. It is also matter for regret that, at 38 centres, where it was proposed to institute classes, the proposals fell through, either before any actual meetings of the classes, or after a trial of a few weeks. This may be due to varying circumstances, such as remoteness of district, but it would appear to be in a large measure attributable to the fact that young people in various localities do not realize the value of the opportunities offered for educational advancement. In the case of 60 centres (53 being in rural districts) we have sanctioned, where good reason has been shown, a shortened session, instead of the normal period of 20 weeks. The average session so allowed has been of 15 weeks' duration.

The preparatory classes under Division I. for the completion of general elementary education, which are intended to serve a temporary purpose only, show a slight reduction in number. We look forward to the time, when, as a result of a more thorough previous general education in the day school, pupils will be in a position to profit by the specialized instruction provided under the other divisions of the Code without undergoing any preliminary preparatory training.

The number of classes established for specialized instruction under Division II. is slightly below the number recognised last session. On the other hand it is gratifying to record that the classes placed under Division III. have increased in number and importance. Greater interest has been shown in submitting schemes of work more adapted to local needs, and there is a marked tendency towards an improved correlation of work. In some cases an improvement is observable in a more satisfactory organization of classes within burghs, both as between those under the same management and those under different management. The adoption in all large centres of a co-ordinated system of instruction for Continuation Class pupils from the time of leaving the day school is desirable in the interests alike of the students and of education. It may be noted that Gaelic and Navigation are each taught at 7 centres respectively, while classes in Agriculture are held at 12 centres, and in Horticulture at 3. It is our aim to bring the instruction given in Continuation

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Classes in the two latter subjects into proper relation with the work of the Central Agricultural Colleges, within whose sphere of operations the classes may be situated.

Attendance at the Auxiliary or Recreative Classes under Division IV. shows little change from one session to another. Of such classes, those for Physical Training appear to be the most popular. But it is disappointing to find a disposition on the part of far too many of the students to overlook the obvious advantages of attending also classes of a strictly educational character. We trust that school managers will do all in their power to encourage such attendance.

For pupil teachers 85 special courses in Drawing and 32 in Science are provided at different centres. In the case of Certificated and Assistant Teachers also, 16 classes (14 being in Drawing) have been specially recognised as equivalent to courses conducted under Article 91 (*d*) of the Day School Code, for the purpose of the award of marks at the Acting Teachers' Examination.

Grants for Local Scholarships, amounting to 766*l.* 10*s.* have been made in aid of the provision of 22 Senior Scholarships and 247 Junior Scholarships. Further particulars of these will be found in the Appendix.

Reports on Continuation Classes by His Majesty's Chief Inspectors of Schools, and the detailed statistics relating to the classes on account of which grants have been paid in the financial year ended 31st March, 1906, will be published in the Appendix.

Residue Grant and Technical Education.

In view of the fact that under the Code of Regulations for Continuation Classes one-fourth, and in the case of parishes in certain Highland counties one-eighth, at least of the expenditure upon such classes must be found locally, it becomes important to consider what aid may be expected for these classes, and also for the central institutions referred to in the Code, from the residue grant allotted to Town and County Councils under the Local Taxation (Customs and Excise) Act, 1890. The sum allotted varies in amount, and though under the Local Taxation Act of 1898 it is relieved of certain prior charges by which it was liable to be decreased, the grant has declined since 1900 (when a sum of 87,600*l.* 3*s.* 0*d.* was paid), consequent upon a reduction of the receipts from the Customs and Excise Duties. In the years 1903, 1904, and 1905, the amounts available were 72,970*l.* 17*s.* 3*d.*, 68,968*l.* 12*s.* 11*d.*, and 61,915*l.* 8*s.* 4*d.*, respectively. The Return which will be submitted to Parliament for the year 1904–1905 deals with the sum of 68,968*l.* 12*s.* 11*d.*, the grant distributed in respect of the year ended 15th May, 1905. Of this amount 16,229*l.* 19*s.* 2*d.* was allocated by local authorities to the relief of rates, while 52,402*l.* 2*s.* 10*d.* was allocated for purposes of technical education, representing about 76 per cent. of the total sum available, as compared with 74 per cent. in the preceding year.

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This sum of 52,402*l.* 2*s.* 10*d.* was augmented from unexpended balances and other sources to the sum of 65,166*l.* 18*s.* 11*d.* of which 56,768*l.* 3*s.* 6½*d.* was expended during the year, leaving a balance (reserved for purposes of technical education) of 8,398*l.* 15*s.* 4½*d.* as against last year's balance of 9,894*l.* 0*s.* 1*d.* It would appear that the sum at present reserved for technical education might, if carefully applied, of itself go far to supply the local contribution necessary under the Continuation Class Code.

Application of the Residue Grant.

But this sum is very unequally distributed. While certain local authorities contribute generously to the support of classes recognised under the Continuation Class Code, others expend the whole of their funds upon relief of rates. Moreover, a perusal of the Return raises doubts as to whether the money reserved for technical education has always been applied to the best advantage. It is necessary to discriminate between instruction of an elementary nature or designed mainly to afford a pleasant evening occupation to the pupils, and the sound training in technical subjects which can only be given in courses such as those under Division III. of the Code, which are prolonged over several years. Though these classes may possibly be attended by a comparatively small number of students the instruction given in them may reasonably be expected to be of greater economic value to the nation. Above all, it is desirable that more adequate support should be given to technical colleges and other central institutions, which, by carrying technical art and agricultural education to the highest possible point, may be expected in a pre-eminent degree to have a decisive effect upon the manufactures and industries of the country.

X.—*Agriculture.*

Agricultural Colleges.

We have already explained that the support given to each Institution of this kind from Imperial and National funds, must be to a large extent dependent upon the appreciation of its work in the various localities concerned, as evidenced by continued local support. We think that the most effective way of securing such support, as well as of ensuring that the work of each Institution shall take the direction most likely to be productive of benefit to the locality, is to entrust its executive management to a body of Governors thoroughly representative of the most enlightened opinion on agricultural subjects among both farmers and land-owners. To the bodies of Governors so constituted, we should look for advice in all that concerns agricultural education in the districts affected. We have now three such organisations affecting wide districts of Scotland, and affording aid to the agriculture of the district in the form best suited to it.

Instruction of Teachers in Agriculture.

While we do not think it feasible or desirable to make practical instruction in Agriculture part of the curriculum of rural schools in general, we think it possible to give to the

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studies of the more advanced pupils in many of these schools such a direction as shall foster their interest in rural life and give them some insight into the scientific principles which underlie the practice of Agriculture. When it is desired that opportunity should be afforded to teachers in suitable localities to qualify themselves more fully to give instruction of this nature, advantage should be taken of the provisions of Article 91 (*d*) of the Code, and we are of opinion that such classes for the instruction of teachers in matters appertaining to Agriculture should as a rule be held at the central Agricultural Institutions and should be under the general direction of the Managers thereof. But the funds for the maintenance of such classes should be provided in the manner specified in Article 91 (*d*) of the Day School Code. The object of the grants to the Agricultural Colleges is in the first place to foster the scientific study of Agriculture to the highest possible degree by, it may be, a comparatively select body of students, and in the second place, by making the results of scientific research known as widely as possible among the farming community by suitable agencies, to ensure that this expenditure of public funds shall be a direct benefit to the agriculture of the country. The application of the funds to any purpose less germane to the principal object must be jealously guarded against.

As was indicated in the Report for 1902–1903, the sum of 2,000*l.* required for Agricultural Education no longer appears as a separate Sub-head on the Estimates, arrangements having been made for the payment of grants proportioned to the approved expenditure on the principles laid down in Article 87 of the Continuation Class Code. Details as to the work overtaken and the grants paid to the Agricultural Colleges in respect of the year 1904–1905, will be published in the Appendix.

XI.—*The Royal Scottish Museum, Edinburgh.*

The Royal Scottish Museum, Edinburgh

It is satisfactory to be able to report that the number of visitors to the Museum continues to be very large, and was for the past year considerably in excess of the average of the previous five years. The large attendance on Sunday afternoons, when the Museum is open for three hours, shows how greatly this privilege is appreciated by the public.

The special facilities afforded to groups of students visiting the Museum under the direction of teachers or instructors continue to be largely taken advantage of. The usefulness of the Museum in this direction would be greatly enhanced by the provision of a lecture-room, and of suitable accommodation for those who wish to make a closer study of the specimens than is possible in the public galleries. It is hoped that it may be found possible to arrange in the near future for such an extension of the Museum as would afford the accommodation required for these and other urgent needs.

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The attention of His Majesty's Office of Works has been called to the unsatisfactory state of the ventilation of the Museum, concerning which numerous complaints have been received from the public.

In the Natural History Department of the Museum, the zoological type collection has been enlarged by the addition of dissections from most of the great divisions of the animal kingdom. The donations made to this department in the course of the year were unusually numerous and important, and included a magnificent series of Antarctic Seals, representing nearly all the known species, presented by Mr. Bruce, the leader of the recent Scottish Antarctic Expedition.

The most notable additions to the Art and Ethnographical Department, made partly by gift and partly by purchase, consisted of objects illustrative of the arts of Tibet brought home by members of the expedition to Lhasa. An important collection of over 200 pieces of wrought iron, embracing examples from the 14th to the 19th century, formed by Sir Thos. Gibson-Carmichael, Bart., has been placed on loan in the Museum, and affords an exceptional opportunity for study to the designers in this material who visit the Museum. The nucleus of a collection new to the Museum has been provided by the bequest by the late Rev. J. A. Dunbar-Dunbar of Sea Park and Kinloss of a very valuable collection of postage stamps.

In the Technological Department several important models have been added to the Machinery Hall, and great progress has been made with the scheme for illustrating fully, by means of models and specimens, the metallurgy of iron and the mining of coal as practised in this country.

The additions to the Museum Library by donation and purchase numbered 447 volumes. The number of readers for the year was considerably in excess of the number for any former year.

(Signed) CREWE.
JOHN SINCLAIR.

J. STRUTHERS, *Secretary*.

Scotch Education Department,
the 30th day of April, 1906.

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APPENDIX TO REPORT.

PART I.

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LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1901; the names and addresses of the Clerks of the Boards; the number of Members assigned to each School Board by the Board of Education (section 12 (1) of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.
2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.
3. *Insular parishes are printed in italic.*
4. The *counties* are arranged in alphabetical order.

SCOTLAND

County.	Population.	No. of School Boards.	County.	Population.	No. of School Boards.
Aberdeen	313,825	92	Kinross	7,109	6
Argyll	74,241	46	Kirkcudbright	39,511	30
Ayr	254,773	52	Lanark	1,314,810	50
Banff	61,789	25	Linlithgow	66,443	12
Berwick	31,128	32	Nairn	8,721	5
Bute	18,787	6	Orkney	28,699	20
Caithness	38,870	12	Peebles	15,034	14
Clackmannan	31,907	6	Perth	123,546	78
Dumbarton	113,939	14	Renfrew	298,192	22
Dumfries	72,571	45	Ross and Cromarty	76,450	35
Edinburgh	485,061	30	Roxburgh	48,500	32
Elgin	44,499	21	Selkirk	28,888	9
Fife	218,340	69	Shetland	28,166	12
Forfar	284,092	60	Stirling	141,948	24
Haddington	38,666	26	Sutherland	21,440	13
Inverness	90,075	37	Wigtown	32,557	18
Kincardine	31,537	19	Totals	4,472,103	972

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LIST.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[92.]* ABERDEEN.	*313,825*		1873.		
ABERDEEN (Burgh) -	153,503	15	29 Mar.	T. Hector -	22, Union Terrace, Aberdeen.
Aberdour - - -	1,476	5	4 Apr.	W. Chapman -	Woodhead, New Aberdour, Fraserburgh.
Aboyne and Glentanner	1,477	5	19 „	A. G. Anderson	North of Scotland Bank, Aboyne, Aberdeenshire.
Alford - - -	1,486	5	18 Mar.	J. Reid - -	Alford, Aberdeenshire.
Ardallie - - -	1,060	5	2 Apr.	G. Pirie - -	North of Scotland Bank, Ltd., Ellon.
Auchindoir and Kearn	1,216	5	24 Mar.	J. Paterson, Jun.	Brawland, Rhynie, Aberdeenshire.
Auchterless - -	1,623	7	12 Apr.	J. Stephen -	Templand Cottage, Auchterless, Auchterless Station, Aberdeenshire.
Belhelvie - - -	1,614	7	15 „	R. Rae - -	Balmedie, Aberdeen.
Birse - - - -	1,085	5	19 „	A. Ross - -	Parish Council Office, Birse, Aboyne, Aberdeenshire.
Bourtie - - -	408	5	19 „	W. Moir, Jun. -	Shadowside, Bourtie, Old Meldrum, Aberdeen.
Cairney - - -	1,283	5	11 „	J. Barclay -	Binhall, Cairney, Huntly.
Chapel of Garioch -	1,472	7	5 „	J. Diack, Jun.	Durno House, Pitcaple, Aberdeen.
Clatt - - - -	425	5	10 „	J. Petrie -	Hardgate Clatt, Kennethmont, Aberdeenshire.
Cluny - - - -	1,207	5	16 May	P. Crighton -	Sauchen, Aberdeen.
Coull - - - -	422	5	29 Mar.	W. Kennedy -	Springbank, Coull, Aboyne, Aberdeenshire.
Crathie and Braemar -	1,442	5	19 Apr.	W. Michie -	Tillochcoy, Inver, Ballater, Aberdeenshire.
Crimond - - -	735	5	12 „	W. Clubb, Jun.	Elliewell, Crimond, Peterhead.
Cruden - - -	3,060	7	29 Mar.	A. Bruce - -	Port Errol, Aberdeenshire.
Culsalmond - -	683	5	20 „	J. Duguid -	St. Sairs, Insch.
Daviot - - -	730	5	12 Apr.	W. Baxter -	Town and County Bank, Old Meldrum, Aberdeen.
Drumblade - - -	948	5	14 „	W. Leslie -	11, Castle Street, Huntly.
Drumoak - - -	865	5	8 „	J. Merson -	High Street, Banchory, Kincardineshire.
Dyce - - - -	1,482	5	24 Mar.	J. Thom - -	Upper Kirkton, Dyce, Aberdeen.
Echt - - - -	1,249	5	10 May	J. Coutts -	Waterton, Dunecht, Aberdeen.
Ellon - - - -	3,395	7	8 Apr.	A. J. Raeburn -	Ellon.
Fintray - - -	866	5	29 Mar.	W. Cumming -	Hatton, Fintray, Aberdeen.

* The figures in brackets [ ] indicate the number of School Boards in each county.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Forgue - - - -	1,107	5	5 Apr.	G. Winton -	Forgue, Huntly. - -
Foveran - - - -	1,793	7	19 „	L. Tait - -	Old Mill, Foveran, Newburgh, Aberdeen.
Fraserburgh (including Town).	9,715	7	15 „	A. Henderson	11, Frithside Street, Fraserburgh.
Fyvie - - - -	2,699	9	13 Mar.	W. Thomson -	Fyvie, Aberdeenshire.
Gartly - - - -	862	5	17 Apr.	W. Grant -	Faichhill, Gartly, Aberdeenshire.
Glass - - - -	809	5	10 „	T. Gauld -	Blairmore Cottage, Glass, Huntly.
Glenbucket - -	403	5	24 Mar.	J. Forbes -	Tombreck, Bridge of Bucket, Gartly, Aberdeenshire.
Glengairn - - -	207	5	12 Apr.	J. Beaton -	North of Scotland Bank, Ballater, Aberdeenshire.
Glenmuick and Tullich	2,162	5	5 Apr.	J. Simpson -	Union Bank of Scotland, Ballater, Aberdeenshire.
Huntly (including Town)	4,899	9	10 „	W. Leslie -	11, Castle Street, Huntly.
Insch - - - -	1 408	5	14 Mar.	W. A. Macdonald.	High Street, Insch.
Inverurie (including Burgh).	3,491	7	13 „	A. J. Smith -	7 West High Street, Inverurie.
Keig - - - -	626	5	3 Apr.	W. Anderson -	West Cividley, Keig, Whitehouse, Aberdeen.
Keithhall and Kinkell	803	5	1 „	J. McGlashan -	Keithhall, Inverurie.
Kemnay - - -	2,084	5	22 „	A. Whyte -	Kemnay, Aberdeen.
Kennethmont - -	920	5	4 „	J. Reid - -	Flinder, Insch.
Kildrummy - -	574	5	22 „	J. Milne - -	Milton, Kildrummy, Mossat, Aberdeenshire.
Kincardine O'Neil -	2,005	5	28 „	J. McLaggan -	Town and County Bank, Torphins, Aberdeenshire.
King Edward - -	897	5	29 Mar.	P. Duncan -	Balchers, King Edward, Banff.
Kininmonth (School District, § 17, parts of Lonmay, Strichen, Old Deer and Longside).	918	5	1874. 18 Apr.	G. Davidson -	Longside, Aberdeen.
Kinnellar - - -	551	5	1873. 15 Sept.*	N. Smith -	Blackburn, Aberdeen.
Kintore (including Burgh).	2,553	5	1 Apr.	J. C. Innes - -	Port Elphinstone, Inverurie.
Leochel-Cushnie - -	1,280	7	27 Mar.	P.R.D. Williams	Milton of Cushnie, Alford, Aberdeen.
Leslie - - - -	443	5	4 Apr.	J. Anderson -	Bogs of Leslie, Insch.
Logie-Buchan - -	651	5	5 „	G. Pirie - -	North of Scotland Bank, Ellon.
Logie-Coldstone - -	962	5	31 Mar.	A. Farquharson	Loanhead, Dinnet, Aberdeenshire.
Longside - - -	2,697	7	19 Apr.	G. Davidson -	Longside, Aberdeen.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 2nd March.

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Parish or Burgh	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Lonmay	1,622	5	19 Apr.	J. W. Forbes	Lonmay, Aberdeenshire.
Lumphanan	966	5	26 „	G. Spark	Faburn, Lumphanan, Aberdeenshi
Meldrum	1,855	7	9 „	W. Baxter	Town and County Bank, Old Meldr Aberdeen.
Methlick	1,692	5	7 „	J. Allan	Methlick, Aberdeen
Midmar	1,000	5	10 May	J. Strachan	Midmar, Aberdeen.
Millbrex	1,207	5	16 Apr.	W. Thomson	Town and County Bank, Ltd., Fy Aberdeenshire.
Monquhitter	2,170	7	20 Mar.	P. Cowie	Netherton, Monquhitter, Turriff.
Monymusk	1,106	5	27 „	R. Grant	Pitfichie, Monymusk, Aberdeen.
New Byth	1,644	7	12 Apr.	W. Fraser	New Byth, Turriff.
New Deer	3,619	7	8 „	W. Watt	Church Crescent, New Deer, Aberde
Newhills	5,753	7	19 „	Rev. J. Wiseman.	Bucksburn, Aberdeenshire.
New Machar	1,393	7	3 „	W. Johnston	Mill of Pinkie, Summerhill, Aberde
New Pitsligo	2,332	7	29 Mar.	G. Robertson	Church Hill, New Pitsligo, Aberd
Old Deer	3,144	7	12 Apr.	J. F. Ingram	Old Deer, Mintlaw Station, Aberde shire.
Old Machar	1,457	5	19 „	A. Webster	139, King Street, Aberdeen.
Oyne	770	5	31 Mar.	J. Diack, Junr.	Durno House, Pitcaple, Aberde shire.
Peterculter	4,940	7	26 Apr.	A. Sands	8, Golden Square, Aberdeen
PETERHEAD (Burgh)	11,794	9	14 „	T. Mackie	Court House, Peterhead.
Peterhead (Landward)	3,352	7	10 May	T. Mackie	Court House, Peterhead.
Pitsligo	2,307	5	5 July	F. C. Grant	Union Bank, Rosehearty, Fra burgh.
Premnay	926	5	15 Mar.	A. Mennie	Auchleven, Premnay, Insch.
Rathen	2,577	7	3 May	G. Dawson	Memsie House, By Fraserburgh.
Rayne	1,097	5	11 Mar.	J. Wight	Durno, Pitcaple, Aberdeenshire.
Rhynie	1,005	5	9 Apr.	R. Bremner	Rhynie, Aberdeenshire.
St. Fergus	1,194	5	10 „	D. S. Malcolm	Peterhead.
Savoch	1,736	5	7 „	G. Knox	Auchnagatt, Aberdeenshire.
Skene	1,546	5	3 „	J. Wyness	Skene, Aberdeen.
Slains	936	5	17 Apr.	J. Sangster	Slains, Ellon.
Strathdon	1,096	5	10 Mar.	R. Mowatt	Forbeston, Strathdon, Aberdeensh

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Strichen	2,033	5	19 Apr.	W. Cheyne	79, High Street, Fraserburgh.
Tarland	733	5	2 „	W. Thomson	Tarland, Aboyne, Aberdeenshire.
Tarves	2,101	5	4 „	J. Anderson	Tarves, Aberdeen.
Tough	675	5	19 „	J. Davidson	Whitehouse, Aberdeen.
Towie	938	5	11 Mar.	J. Thomson	Belnaboth, Glenkindie, Gartly, Aberdeenshire.
Tullynessle and Forbes	903	5	17 „	J. Lawson	Scotsmill, Tullynessle, Alford, Aberdeenshire.
Turriff	4,139	7	12 Apr.	W. F. Stewart	High Street, Turriff.
Tyrie	747	5	19 „	J. Merson	Cairnmourning, Tyrie, Fraserburgh.
Udny	1,564	5	„	T. Duguid	Mosshead, Udny, Aberdeen.
Ythan Wells	1,005	5	3 May	J. Stephen	Templand Cottage, Auchterless, Auchterless Station, Aberdeenshire.
[46.] ARGYLL.	*74,241*				
Acharacle	1,199	7	25 June.	A. D. Gillies	Laga, Salen, Ardgour, Argyllshire.
*Ardchattan and Muckairn.	2,126	5	8 May	A. M. Sinclair	Taynuilt, Argyllshire.
Ardgour	547	5	1895. 24 Apr.†	N. B. Mackenzie, junr.	Estate Offices, Fort William.
Ardnamurchan	835	5	1873. 18 June	A. D. McKenzie	Swordle, Ardnamurchan, Oban.
CAMPBELTOWN (Burgh)	8,286	7	27 Mar.	D. M. Maxtone	Campbeltown.
Campbeltown (Landward).	1,950	5	4 Apr.	J. Lothian	Argyll Street, Campbeltown.
Coll	432	5	17 „	Rev. D. McEchern.	The Manse, Coll, Oban.
Colonsay and Oronsay	313	5	15 Sept.‡	A. McNeill	Colonsay, Greenock.
Craignish	327	5	19 Apr.	T. Kay	Ardfern, Argyllshire.
Cumlodden	629	5	29 July	G. Scott	Chamberlain's Office, Inveraray.
Dunoon and Kilmun	10,468	9	12 Apr.	D. Anderson	Victoria House, Dunoon.
Gigha and Cara	374	5	3 „	W. W. Philip	Gigha, Argyllshire.
Glassary	1,185	5	15 „	A. Dewar	Lochgilphead.
Glenaray (including Burgh of Inveraray).	1,118	5	26 Mar.	A. McArthur	National Bank, Inveraray.
Glenorchy and Inishail	1,034	7	13 May	A. M. Sinclair	Taynuilt, Argyllshire.
Inveraray (Burgh), (united to Glenaray).	—		—	—	—

* Achaleven Combination—*A. McLaine, 22, Alexandra Place, Oban.*

† Date is regulated by that for Kilmallie, viz., 9th April.

‡ Date of nomination by Board of Education, no election having taken place. Date originally fixed, 25th April.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk	Postal Address.
ARGYLL—*cont.*			1873.		
Inverchaolain	334	5	18 Apr.	Rev. G. A. Stalker.	Manse of Inverchaolain, Toward Point, Argyllshire.
Jura	625	5	25 Mar.	J. McGillivray	New Brosdale, Jura, Greenock.
Kilbrandon and Kilchattan.	1,568	5	8 May	A. Cowan	Easdale, Oban.
Kilcalmonell	495	5	15 July	H. Mundell	Tarbert (Lochfyne).
Kilchoman	2,360	7	2 Apr.	M. Mactaggart	Bowmore, Argyllshire.
Kilchrenan and Dalavich.	554	5	18 „	D. McIntyre	Kilchrenan, Argyllshire.
Kildalton	1,872	5	26 „	D. McKenzie	Port Ellen.
Kilfinan	1,915	5	12 Mar.	D. Kerr	Tigh-na-bruaich, Argyllshire.
Kilfinichen and Kilvickeon.	1,529	5	12 May	A. McGregor	Kilfinichen, Bunessan, Oban.
Killarrow and Kilmeny	2,635	7	26 Mar.	M. Mactaggart	Bowmore, Argyllshire.
Killean and Kilchenzie	1,078	5	8 Apr.	N. MacCallum	Lochend House, Campbeltown.
Kilmartin	663	5	21 Mar.	M. B. Cordiner	School House, Kilmartin, Argyllshire
Kilmodan	387	5	28 „	J. MacInnes	Glendaruel, Colintraive, Argyllshire.
Kilmore and Kilbride (exclusive of Burgh of Oban).	874	5	6 May	D. MacGregor	Albany Street, Oban.
Kilninian and Kilmore	2,167	7	8 Apr.	H. Morison	Tobermory, Argyllshire.
Kilninver and Kilmelford.	357	5	5 May	Rev. J. A. Nicholls.	The Manse, Kilmelford, Argyllshire.
Lismore and Appin	3,707	7	9 „	D. Macintyre	Port Appin, Argyllshire.
Lochgilphead	3,560	7	11 Mar.	A. Mac Ewan	Lochgilphead.
Lochgoilhead and Kilmorich.	671	5	23 Apr.	R. Brown	149, West George Street, Glasgow.
Morvern	730	5	8 „	A. McLaine	22, Alexandra Place, Oban.
North Knapdale	768	5	2 May	H. McDiarmid	48, Argyll Street, Lochgilphead.
OBAN (Burgh)	5,427	7	14 Mar.	W. Jolly	Columba Buildings, Oban.
Saddell and Skipness	1,087	5	14 May	J. MacKinven	Carradale, Argyllshire.
Salen	441	5	2 July	J. MacLachlan	Tobermory, Argyllshire.
Southend	732	5	8 Apr.	J. Lothian	Argyll Street, Campbeltown.
South Knapdale	733	7	25 „	A. L. McGilp	Ardrishaig, Argyllshire.
Strachur and Stralachlan.	734	5	15 Sept.*	M. Morrison	Inverglen, Strachur, Greenock.
Strontian	519	5	18 July	N. B. Mackenzie.	British Linen Bank Buildings, Fort William.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 28th May.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
Tarbert	2,126	5	8 July	J. R. Young (*interim*)	65, Bath Street, Glasgow
Toroseay	575	5	13 May	A. McLaine.	22, Alexandra Place, Oban.
Tyree	2,195	7	28 Mar.	M. McLean	Kirkapool, Tyree, Oban.
[52.] AYR.	*254,775*				
Alloway	968	5	23 Mar.	D. Gray*	Alloway, Ayr.
Ardrossan	11,845	7	5 Apr.	J. Cook	Town Clerk's Office, Ardrossan.
Auchinleck	6,605	7	14 Mar.	J. Thomson	Parish Council Office, Auchinleck, Ayrshire.
AYR (Burgh)	28,697	9	10 May	J. Douglas	Wellington Chambers, Ayr.
Ayr (Landward)	1,043	5	30 Oct.†	D. Gray	Alloway, Ayr.
Ballantrae	1,124	5	8 May	J. R. G. Phillips, Jun.	Ballantrae, Ayrshire.
Barr	581	5	12 Apr.	A. Caldwell	Barr, Girvan.
Beith	7,523	7	11 „	A. & W. Stewart (*Joint Clerks*)	Beith.
Colmonell	1,954	5	23 „	G. Rowan	Ballochmorrie, Daljarrock, Ayrshire.
Coylton	2,542	7	26 „	M. Brown	Shieldmains, Drongan, Ayr.
Craigie	509	5	17 May	A. McFarlane	Craigie, Kilmarnock.
Crosshill	1,108	5	18 Apr.	J. Cooper	King Street, Crosshill, Maybole.
Dailly	1,673	5	22 Mar.	W. G. Wilson	Dalquharran, Dailly, Ayrshire
Dalmellington	5,261	7	26 „	A. S. Glass	Dalmellington, Ayrshire
Dalry	8,212	9	29 Apr.	P. Comrie	New Street, Dalry, Ayrshire.
Dalrymple	1,208	5	3 „	W. Clark	Dalrymple, Ayr.
Dreghorn	4,332	7	3 „	N. Auld	Bankhead, Kilmarnock.
Dundonald	6,441	7	5 „	R. Young	Town Clerk's Office, Troon.
Dunlop	1,542	5	18 Mar.	J. G. Wyllie	Post Office, Dunlop, Kilmarnock.
Fenwick	1,063	5	25 „	J. Currie	Post Office, Fenwick, Kilmarnock.
Galston	6,979	7	22 „	R. Blair	British Linen Company Bank, Galston, Ayrshire.
GIRVAN (Town)	3,311	7	18 Apr.	T. G. Tait	Girvan.
Girvan (Landward)	1,561	5	18 „	A. Dunlop	Royal Bank of Scotland, Girvan.
IRVINE (Burgh)	9,618	7	27 Mar.	W. C. Wilson	Irvine.
Irvine (Landward)	1,649	5	14 Apr.	A. F. McJannet	British Linen Bank, Irvine.

* Also clerk to combined Board of Alloway and Ayr (Landward).
† Date of nomination by Board of Education, no election having taken place. No date fixed.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
AYR—*cont.*			1873.		
Kilbirnie	7,207	7	29 Mar.	J. Lusk	Clydesdale Bank, Dalry.
KILMARNOCK (Burgh)	34,165	9	15 „	J. P. Stevenson	Kilmarnock.
Kilmarnock (Landward)	1,992	7	21 „	J. P. Stevenson	Kilmarnock.
Kilmaurs	4,549	7	10 Apr.	D. Carruthers	Market Lane, Kilmarnock.
*Kilwinning	8,125	7	10 „	R. C. King D. Stevenson, *Depute Clerk.*	20, Howgate, Kilwinning, Ayrshire.
Kirkmichael	854	5	17 „	W. Dunn	High Woodstone, Dalrymple, Ayrshire.
Kirkoswald	1,411	5	19 „	W.A.Templeton	Post Office, Kirkoswald, Maybole.
Largs	4,405	7	20 Mar.	J. Fleck	Largs, Ayrshire.
Loudoun	8,205	7	14 „	A. Cameron	Newmilns, Ayrshire.
Mauchline	2,572	5	15 „	J. D. Macmillan	Mauchline.
Maybole (combined District).	7,503	7	5 & 12 Apr	P. Paterson	Maybole.
Monkton and Prestwick	3,854	7	19 Apr.	H. Boyd, Jun.	Prestwick, Ayrshire.
Muirkirk	5,670	7	29 Mar.	R. A. Leslie	Wellwood Street, Muirkirk, Ayrshire.
New Cumnock	5,367	7	22 „	W. Tweedie(*int.*)	School Board Office, New Cumnock, Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	——	——
Ochiltree	1,932	5	29 Mar.	A. Urquhart	Ochiltree, Cumnock.
Old Cumnock	5,144	7	27 „	A. Brakenridge	Glaisnock Street, Cumnock.
Riccarton	5,065	7	29 „	J.D.Mackintosh	49, John Finnie Street, Kilmarnock.
St. Quivox (Landward) (including Newton-on-Ayr(Landward))	1,219	5	10 May	J. Meikle	Mount Hamilton, Ayr.
Skelmorlie	1,401	5	28 Mar.	J. Fleck	Largs, Ayrshire.
Sorn	3,607	7	5 Apr.	R. B. and A. K. Conner (*Joint Clerks*)	Catrine, Ayrshire.
Stair	1,175	5	3 „	R. Sloan	Keyshill, Stair, Mauchline.
Stevenston	9,497	7	12 „	A. Wilson	Stevenston, Ayrshire.
*Stewarton	3,958	7	2 „	J. J. Love	Stewarton, Ayrshire.
Straiton	1,016	5	29 Mar.	J. McFadzean	Straiton, Maybole.
Symington	592	5	28 „	D. Carruthers	2, Clerk's Lane, Kilmarnock.
Tarbolton	3,961	7	14 Apr.	A. Guthrie	Tarbolton, Ayr.
West Kilbride	2,978	5	2 „	G. McNee	Gateside, West Kilbride, Ayrshire.

* Auchentiber Combination—*R. C. King, Kilwinning, Ayrshire.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[25.] BANFF.	*61,789*		1873.		
Aberlour	2,538	5	8 Apr.	H. Stewart	Royal Bank Buildings, Elgin.
Alvah	1,155	5	26 „	J. MacWilliam	Deuchries, Alvah, Banff.
BANFF (Burgh)	3,732	9	31 Mar.	J. A. Badenoch	High Street, Banff.
Banff (including Q. S. Par. of Ord, united under § 17) (Landward).	1,169	5	19 Apr.	J. Donald	Newton of Deershaw, Alvah, Banff.
Boharm	1,128	5	17 „	Thurburn and Fleming.	Keith.
Botriphnie	754	5	3 May	Thurburn and Fleming.	Keith.
Boyndie	1,843	5	25 Apr.	J. McCulloch	Whitehills, Banff.
Buckie (included in Rathven).	—	—	—	——	——
Cabrach	581	5	12 Apr.	J. L. Craig	Dufftown, Banffshire.
Cullen	2,116	7	26 „	A. Sim	Cullen, Banffshire.
Deskford	714	5	7 May	R. Cruickshank	Berryhillock, Deskford, Cullen, Banffshire.
Enzie	2,277	5	13 „	A. J. Taylor	Post Office, Enzie, Buckie.
Fordyce	3,941	7	16 Apr.	W. Ingram	Portsoy, Banffshire.
Forglen	653	5	31 Mar.	J. L. Keith	Turriff.
Gamrie	6,409	9	21 Apr.	A. George	Town Clerk's Office, Macduff.
Glenrinnes	337	5	17 Mar.	Rev. C. Bruce	Glenrinnes, Dufftown, Banffshire.
Grange	1,673	5	12 Apr.	J. Clarke	Croftgih, Grange, Keith.
Inveravon	2,201	7	31 Mar.	W. Phimister	Drumin, Glenlivet, Ballindalloch, Banffshire.
Inverkeithny	769	5	19 Apr.	R. Alexander	Ladybank, Inverkeithny, Turriff.
Keith	6,828	7	5 „	Thurburn and Fleming.	Keith.
Kirkmichael	1,035	5	10 „	J. Taylor, jun.	Town & County Bank, Tomintoul, Ballindalloch, Banffshire.
Marnoch	2,784	7	26 „	W. Grant	33½, Main Street, Aberchirder, Banffshire.
Mortlach	3,170	7	12 „	A. Walkinshaw.	North of Scotland Bank, Dufftown, Banffshire.
Ordiquhill	642	5	15 Sept.*	A. Gray	Mill of Park, Ordiquhill, Banff.
Rathven (including Buckie).	12,088	9	15 Apr.	J. Macdonald	Cluny Square, Buckie.
Rothiemay	1,252	5	21 „	Thurburn and Fleming.	Keith.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 18th April.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[32.] BERWICK.	*31,128*		1873.		
Abbey St. Bathan's	213	5	22 Mar.	E. J. Wilson	Abbey St. Bathan's, Grantshouse, Berwickshire.
Ayton	1,629	5	13 „	G. M. Geddes	Ayton, Berwickshire.
Bunkle and Preston	629	5	25 Apr.	G. Mason	Bunkle, Edrom, Berwickshire.
Channelkirk	568	5	7 „	H. M. Liddell	Channelkirk, Lauder, Berwickshire.
Chirnside	1,580	5	31 Mar.	D. Denholm	Chirnside, Berwickshire.
Cockburnspath	982	5	5 Apr.	J. Stevenson	Cockburnspath, Berwickshire.
Coldingham	2,813	9	2 „	A. Macvie	Coldingham, Berwickshire.
Coldstream	2,281	7	31 Mar.	J. Porteous	Coldstream.
Cranshaws	159	5	19 Apr.	W. B. Tomison	Cranshaws, Duns.
Duns	3,199	7	13 Mar.	W. Home Waite	Duns.
Earlston	1,677	5	27 „	J. Steedman	Bank House, Earlston, Berwickshire.
Eccles	1,433	7	27 „	Dove & Stevenson.	Kelso.
Edrom	1,290	7	26 Feb.	J. B. Kellie	Duns.
Eyemouth	2,487	7	17 Mar.	J. Donaldson	Eyemouth, Berwickshire.
Fogo	445	5	14 Apr.	J. Duns	Duns.
Foulden	386	5	4 „	J. Shed	Rose Villa, Chirnside, Berwickshire.
Gordon	791	5	5 „	R. Anderson	Coltcrooks, Kelso.
Greenlaw	1,015	5	12 „	D. Leitch	Greenlaw, Berwickshire.
Hume and Stichill	615	5	8 „	A. L. McGregor	27, Woodmarket, Kelso.
Hutton	750	5	17 Mar.	A. P. Hope	Sunwick, Hutton, Berwick.
Ladykirk	316	5	10 Apr.	A. Porteous	Coldstream.
Langton	398	5	10 Mar.	W. Home Waite	Duns.
Lauder (including Burgh).	1,461	5	4 Apr.	G. L. Broomfield.	Lauder, Berwickshire.
Legerwood	431	5	10 „	R. Martin	Legerwood, Earlston, Berwickshire.
Longformacus	281	5	5 „	W. Home Waite	Duns.
Mertoun	576	5	12 „	J. Dodds	Mertoun, St. Boswell's, Newtown St Boswell's.
Mordington	284	5	4 June	Rev. H. Fleming.	Mordington, Berwick.
Nenthorn	416	5	5 Apr.	W. C. Bradford	Nenthorn, Kelso.
Polwarth	203	5	22 Mar.	J. Duns	Duns.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
BERWICK—*cont.*			1873.		
Swinton	791	5	29 Mar.	A. M. Porteous	Coldstream.
Westruther	504	5	11 Apr.	G. Mill, Jun.	Hindsidehill, Lauder, Berwickshire.
Whitsome	525	5	21 „	G. Tweedie	Duns.
[6.] BUTE.	*18,787*				
Cumbrae	1,769	5	5 Apr.	J. Ross	20, Stuart Street, Millport, Bute.
Kilbride	2,518	5	18 Mar.	J. B. Sweet	Lamlash, Isle of Arran.
Kilmory	2,319	7	25 „	C. Sym	Tormore, Shiskine, Isle of Arran.
Kingarth	1,056	5	4 Apr.	J. Mackinnon	Town Clerk's Office, Rothesay.
North Bute	1,747	5	19 „	J. R. Thomson	5, High Street, Rothesay.
ROTHESAY (Burgh)	9,378	7	27 Mar.	R. D. Whyte	Rothesay.
[12.] CAITHNESS.	*33,870*				
Bower	1,453	5	20 Mar.	R. S. W. Leith	County Buildings, Wick.
Canisbay	2,006	7	27 „	D. K. Murray	Thurso.
Dunnet	1,232	5	16 Apr.	A. Mackay	Bank of Scotland, Thurso.
Halkirk	2,355	7	9 „	H. J. Mackay	Halkirk, Caithness.
Keiss	1,110	5	10 „	A. Bruce	County Buildings, Wick.
Latheron	5,223	7	27 Mar.	C. F. Reid	Clyth Cottage, Lybster, Wick.
*Olrig	1,555	5	5 May	J. Gunn	Castletown, Thurso.
Reay	974	5	23 Apr.	Miss A. Macleod.	Reay, Thurso.
Thurso	5,406	7	20 Mar.	J. W. Galloway (*int.*)	Thurso.
Watten	1,230	5	3 Apr.	W. Alexander	Crommyquoy, Watten, Caithness.
†WICK (Burgh)	8,199	7	2 „	D. W. Georgeson.	Wick.
Wick (Landward)	3,127	7	11 „	D. Leith	Wick.
[6.] CLACKMANNAN.	*31,907*				
ALLOA (Town)	11,421	9	14 Mar.	J. Cuthbert	Candleriggs, Alloa.
Alloa (Landward)	5,437	7	5 Apr.	J W. Moir	20, Bank Street, Alloa.
Alva	5,641	7	5 „	J. Young	Royal Bank of Scotland, Alloa.
Clackmannan	2,444	7	25 Mar.	A. P. Moir	20, Bank Street, Alloa.
Dollar	1,977	7	17 „	R. M. Fraser	Bridge Street, Dollar, Clackmannanshire.
Tillicoultry	4,987	7	27 „	T. J. Young	Forrester Cottage, Tillicoultry, Clackmannanshire.

* Murkle Combination—*D. K. Murray, Thurso.*

† School Board area extended by Order of the Department dated 27th February, 1905, under § 30 of the Education (Scotland) Act, 1878, to include the district annexed to the Burgh in terms of the Wick Burgh Extension Order Confirmation Act, 1902.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[14.] DUMBARTON.	*113,939*		1873.		
Arrochar	605	5	8 May	M. H. Conley	Tarbet (Loch Lomond), Dumbartonshire.
Bonhill	14,581	9	12 Apr.	J. Brown	Albert Buildings, Alexandria, Dumbartonshire.
Cardross	6,486	7	19 „	D. Shaw	Station Place, Renton, Dumbartonshire.
‖Cumbernauld	4,979	7	19 „	R. Short	Bank House, Cumbernauld, Glasgow.
§DUMBARTON (Burgh)	19,985	9	8 Mar.	A. Roberts	Municipal Buildings, Dumbarton.
Dumbarton (Landward)	220	5	10 Oct.*	G. Boyd	Dumbarton.
Kilmaronock	874	5	29 Mar.	R. McEwen	Lomondview, Gartocharn, Alexandria, Dumbartonshire.
† KIRKINTILLOCH (Town).	10,502	7	8 Apr.	D. Patrick	Kirkintilloch, Glasgow.
‖Kirkintilloch (Landward).	3,899	5	4 „	H. Hutcheson	115, Wellington Street, Glasgow.
Luss	572	5	9 May	G. R. Murray	Municipal Buildings, Helensburgh.
New or East Kilpatrick	10,815	7	10 Mar.	W. Higgins	"Killorn," Milngavie, Glasgow.
Old or West Kilpatrick	27,311	9	5 Apr.	J. McBride	63, Kilbowie Road, Clydebank, Glasgow.
Roseneath	1,923	5	28 Feb.	A. McNeilage	Kilcreggan, Dumbartonshire.
Row	11,187	7	11 Apr.	G. Maclachlan	Helensburgh.
[45.] DUMFRIES	*72,571*				
Annan (including Burgh)	6,378	7	1876. 11 Apr.	W. Roddick	Commercial Bank of Scotland, Annan.
Applegarth and Sibbaldbie.	807	5	1873. 12 Apr.	J. F. Cormack	Lockerbie.
Brydekirk	832	5	15 Sept.‡	I. Moffat	Kirtlebridge, Ecclefechan.
Caerlaverock	841	5	4 Apr.	J. Hunter	31, Castle Street, Dumfries.
Canonbie	1,959	7	14 „	J. Watson	Byreburn, Canonbie, Dumfriesshire.
Closeburn	1,275	5	31 Mar.	G. McFarlan	Closeburn, Thornhill.
Cummertrees	938	5	29 „	Rev. A. S. Nicol	The Manse, Cummertrees, Annan.
Dalton	563	5	8 „	J. Hayes	Dormont Grange, Lockerbie.
Dornock	871	5	19 Apr.	M. Little	Annan.
Dryfesdale	3,130	7	28 „	D. McJerrow	Lockerbie.
DUMFRIES (Burgh)	13,239	9	15 Mar.	J. E. Blacklock	93, Irish Street, Dumfries.
Dumfries (Landward	4,907	7	29 „	J. H. McGowan	Dumfries.

* Date of nomination by Board of Education, no election having taken place. No date fixed.
† Lenzie combination. *D. Miller*, 48, *West Regent Street, Glasgow.*
‡ Date of nomination by Board of Education, no election having taken place. Date originally fixed, 3rd April.
§ School Board area extended by Order of Department dated 31st December, 1901, under § 30 of the Education (Scotland) Act, 1878, to include the parts of the parishes of Cardross, Dumbarton (Landward), and Old Kilpatrick, annexed to Burgh in terms of Dumbarton Burgh Act, 1899.
‖ Rural combination. *J. Longwill, Bank House, Cumbernauld, Glasgow.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Dunscore	1,055	5	8 Apr.	J. Laurie	Dunscore, Auldgirth, Dumfriesshire.
Durisdeer	970	5	8 „	J. R. Wilson	Sanquhar, Dumfriesshire.
Eskdalemuir	441	5	17 „	J. Malcolm	Schoolhouse, Eskdalemuir, Langholm.
Ewes	261	5	18 „	J. C. Lyall	Ewes, Langholm.
Glencairn	1,490	5	17 Mar.	D. Corson	Moniaive, Thornhill.
Gretna or Graitney	1,250	5	25 „	T. H. McTaggart	Gretna, Carlisle.
Halfmorton	346	5	18 „	A. K. Gibson	Estate Office, Springkell, Ecclefechan.
Hoddam	1,415	5	7 Apr.	D. Reid	Royal Bank, Ecclefechan.
Holywood	938	5	12 „	A. Dobie	Maxwelltown, Dumfries.
Hutton and Corrie	663	5	14 „	W. & J. McClure	Clydesdale Bank, Lockerbie.
Johnstone	800	5	14 „	D. McJerrow	Lockerbie.
Keir	540	5	24 Mar.	W. Scott	Keir Mill, Thornhill
Kirkconnel	1,248	5	17 Apr.	J. R. Wilson	Sanquhar, Dumfriesshire.
Kirkmahoe	1,106	5	5 „	J. Carmont	Kirkton, Kirkmahoe, Dumfries.
Kirkmichael	748	5	19 „	H. S. Gordon	Dumfries.
Kirkpatrick Fleming	1,466	5	7 „	J. B. Leslie	East Lodge, Mossknow, Ecclefechan.
Kirkpatrick Juxta	980	5	26 „	W. Tait	Moffat.
Langholm	3,500	7	27 Mar.	R. McGeorge	Langholm.
Lochmaben (including Burgh).	2,388	7	28 „	J. B. McNish	48, Queen Street, Lochmaben, Dumfriesshire.
Middlebie	1,823	5	25 „	G. Moffat	St. Ann's, Ecclefechan.
Moffat	2,799	7	11 Apr.	W. Tait	Moffat.
Morton	1,872	5	10 „	D. Paterson	West Morton Street, Thornhill.
Mouswald	475	5	3 Mar.	Rev. A. Angus	Mouswald, Ruthwell, Dumfriesshire.
Penpont	923	5	3 Apr.	J. Alexander	2, West Morton Street, Thornhill.
Ruthwell	766	5	24 Mar.	J. Kerss	Hope Cottage, Ruthwell, Dumfriesshire.
St. Mungo	567	5	12 Apr.	W. & J. McClure	Clydesdale Bank, Lockerbie.
Sanquhar (including Burgh).	2,933	7	14 „	D. Paterson	Thornhill.
Tinwald	741	5	22 Mar.	Messrs. Craig and Geddes (*Joint Clerks*)	8, English Street, Dumfries.
Torthorwald	779	5	21 „	J. Wilson	16, Buccleuch Street, Dumfries.
Tundergarth	403	5	31 „	W. & J. McClure	Clydesdale Bank, Lockerbie.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Tynron	234	5	8 Apr.	J. Laurie	Tynron, Thornhill.
Wamphray	396	5	8 „	G. Rae	Wamphray, Beattock, Dumfriesshire.
Westerkirk	415	5	28 Mar.	R. McGeorge	Langholm.
[30.] EDINBURGH.	*488,061*				
Borthwick	1,237	7	14 Apr.	R. Stoddart	Gorebridge, Mid-Lothian.
Carrington	460	5	5 „	R. B. Brunton	Schoolhouse, Carrington, Gorebridge, Mid-Lothian.
Cockpen	3,720	7	19 „	D. B. Tod	Bonnyrigg, Lasswade.
Colinton	5,499	7	5 „	A. Shankie	Colinton, Mid-Lothian.
Corstorphine	2,725	5	18 „	J. E. Cowan	Manse Road, Corstorphine, Mid-Lothian.
†Cramond	3,041	7	18 Mar.	R. C. Bell	13, Hill Street, Edinburgh.
Cranston	846	5	5 Apr.	T. Hanton	White Hart Street, Dalkeith.
Crichton	810	5	4 „	J. Simpson	Pathhead, Ford, Dalkeith.
Currie	2,513	7	4 „	M. W. Scott	Currie, Mid-Lothian.
DALKEITH (Town)	6,753	7	15 Mar.	T. Sturrock	66, High Street, Dalkeith.
Dalkeith (Landward)	544	5	19 Apr.	C. B. Hutchison	Estates Office, Dalkeith Park, Dalkeith.
†Duddingston (Landward).	—	–	—	—	——
†EDINBURGH (City)	317,145	15	29 Mar.	J. Arnot, M.A.	Castle Terrace, Edinburgh.
Fala and Soutra	319	5	15 Sept.*	J. Duncan	The Schoolhouse, Fala, Blackshiels, Mid-Lothian.
Glencorse	1,347	5	5 Apr.	C. H. Jones	Penicuik.
Heriot	417	5	17 „	W. Weir	Heriot, Mid-Lothian.
Inveresk (Landward)	2,939	7	28 Mar.	J. Watson	8, Belfield Avenue, Musselburgh.
Kirknewton and East Calder.	3,221	7	19 June	W. Dick	Parish Council Office, Kirknewton, Mid-Lothian.
Lasswade	9,708	7	5 Apr.	C. K. Brown	Eliza Bank, Loanhead, Mid-Lothian.
LEITH (Burgh)	77,439	13	9 „	R. Hardie	8, Links Place, Leith.
†Leith (Landward)	—	–	—	—	——
Liberton	7,159	7	4 „	T. J. Cochrane	2, Abercromby Place, Edinburgh.
Mid-Calder	3,132	7	26 „	J. Drummond	Mid-Calder.
MUSSELBURGH (Burgh)	11,711	7	15 Mar.	J. Richardson	183, High Street, Musselburgh.
Newbattle	3,754	7	15 Apr.	A. Spark	16, Dean Park, Newtongrange, Midlothian.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 19th April.

† By Order of the Secretary for Scotland, dated 12th May, 1902, under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, the School Board district of Edinburgh was extended to include the whole of the School Board districts of Duddingston, Leith (Burgh) and Leith (Landward), and the parts of the parishes of Cramond and Liberton to the City of Edinburgh under that Order.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk	Postal Address.
EDINBURGH—*cont.*			1873.		
ɯton - -	1,028	5	22 Mar.	W. M. Mowat	Alpha Cottage, Millerhill, Midlothian.
nicuik - - -	5,097	7	29 „	C. H. Jones -	Penicuik.
ORTOBELLO (Burgh)	—	–	—	—	—
tho - - - -	1,946	5	14 Mar.	J. Anderson -	42, Frederick Street, Edinburgh.
bbhill - - -	3,514	7	10 May	R. Stoddart -	Gorebridge, Mid-Lothian.
w - - - -	1,560	7	9 „	P. J. Carruthers	Meadowbank, Stow, Mid-Lothian.
mple - - -	385	5	10 „	J. Low - -	Temple, Gorebridge, Mid-Lothian.
est Calder - -	8,092	7	3 Apr.	J. T. Mungle -	West Calder, Mid-Lothian.
21.] ELGIN OR MORAY.	*44,499*				
ves - - - -	1,025	5	20 Mar.	C. G. Mackenzie	National Bank Buildings, Forres.
llie - - - -	1,801	5	14 Apr.	C. Gray - -	Fochabers.
rnie - - - -	356	5	19 „	J. Wink - -	Elgin.
omdale - - -	3,229	7	25 Mar.	R. C. Lobban -	Carr Bridge, Inverness-shire.
llas - - -	738	5	21 Apr.	C. G. Mackenzie	High Street, Forres.
ainie - - -	4,380	7	22 „	J. H. Glennie -	Lossiemouth, Morayshire.
ffus - - -	4,065	7	9 „	J. S. George -	Hopeman, Elginshire.
ke - - - -	1,049	5	29 Mar.	C. G. Mackenzie	High Street, Forres.
inkillie - - -	869	5	26 Apr.	C. G. Mackenzie and W. Grant	High Street, Forres.
GIN (Burgh) - -	8,407	9	18 Mar.	E. D. Jameson	Bank House, Elgin.
gin (Landward) -	3,153	5	14 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
RRES (Burgh) - -	4,313	7	28 Mar.	C. G. Mackenzie	High Street, Forres.
res (Landward) -	928	5	29 Apr.	C. G. Mackenzie and W. Grant.	High Street, Forres.
loss - - -	929	5	3 May	C. G. Mackenzie	High Street, Forres.
ckando - -	1,756	5	15 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
w Spynie - -	661	5	17 „	R. B. Gordon -	Elgin.
lord - - -	934	5	12 „	C. G. Mackenzie and W. Grant	High Street, Forres.
hes - - -	2,361	5	15 „	R. Cruickshank	Rothes, Morayshire.
. Andrews Lhanbryd	1,209	5	1 „	H. Stewart -	Royal Bank Buildings, Elgin.
rmouth - - -	1,359	5	21 „	W. S. Murdoch	Garmouth, Morayshire.
ghart - - -	977	5	6 May	H. Stewart -	Royal Bank Buildings, Elgin.

* See † footnote on previous page.

† Cranloch Combination.—*W. Law, 87, High Street, Elgin.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[69.] FIFE.	*218,840*		1873.		
Abdie	664	5	15 Mar.	A. L. Milne	Glenburnie, Newburgh, Fife
Aberdour	1,997	5	18 Apr.	J. Russell	95, Hanover Street, Edinburgh.
Anstruther Easter	1,190	5	8 „	A. C. Mackintosh.	Anstruther.
Anstruther Wester	558	5	17 Mar.	D. Cook	Anstruther.
Auchterderran	3,068	7	28 „	R. Small	Lochgelly, Fife.
Auchtermuchty	1,884	7	15 Apr.	W. Oliphant	Bank of Scotland, Auchtermuchty, Fife.
Auchtertool	742	5	21 „	M. Nicol	Kirk Wynd, Kirkcaldy.
Ballingry	1,218	5	12 „	J. Henderson	Lochcraig, Lochgelly, Fife.
Balmerino	576	5	24 Mar.	W. Scott	Gauldry, Dundee.
Beath	15,812	9	7 Apr.	J. Ross	147, High Street, Dunfermline.
BURNTISLAND (Burgh)	4,846	7	29 Mar.	T. A. Wallace	Burntisland.
Burntisland (Landward).	753	5	15 Apr.	T. A. Wallace	Burntisland.
Cameron	538	5	4 „	W. Morton	Balcomie, Crail, Fife.
Carnbee	852	5	17 May	J. Guthrie	Anstruther.
Carnock	1,349	5	19 Apr.	W. Bald	National Bank, Dunfermline.
Ceres	1,450	5	5 „	J. Pearson	Ceres, Cupar, Fife.
Collessie	2,161	5	26 „	J. L. Anderson	Cupar, Fife.
Crail (including the *Island of May, pop.* 16).	1,534	5	29 Mar.	J. Guthrie	Anstruther
Creich	297	5	17 „	G. J. Leslie	Luthrie, Cupar, Fife.
Culross (including Burgh).	1,120	5	17 Apr.	A. Fraser	Dunfermline.
Cults	581	5	2 „	J. Thoms (*int.*)	Lower Bunzion, Pitlessie, Ladybank
CUPAR (Burgh)	4,511	7	21 Mar.	J. L. Anderson	Cupar, Fife.
Cupar (Landward)	887	5	8 Apr.	W. D. Patrick	County Buildings, Cupar, Fife.
Dairsie	464	5	19 „	V. F. Murray	U. F. C. Manse, Dairsie, Fifeshire.
Dalgety	1,133	5	10 Mar.	A. Burt	30, Queen Anne Street, Dunfermline
Dunbog	323	5	22 „	J. Ballingall	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	22,039	9	20 „	D. Gorrie	Dunfermline.
Dunfermline (Landward).	9,658	7	1 May	D. D. Blair	9, Viewfield Place, Dunfermline.
Dunino	359	5	10 Apr.	H. Waddell	Stravithie Mains, Stravithie, Fife.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
DYSART (Burgh) - -	15,295	9	7 Apr.	D. Nicholson -	St. Brycedale Road, Kirkcaldy.
Elie (including Burgh of Earlsferry).	1,142	5	18 „	H. M. Ketchen	Elie, Fife.
Falkland - - -	2,231	7	10 „	J. Sheriff -	Falkland, Fife.
Ferry-port-on-Craig -	3,445	7	15 Mar.	H. T. Baxter -	Dounie Mount, Tayport, Fife.
Flisk - - - -	195	5	22 „	D. M. Dingwall.	Flisk, Newburgh, Fife.
Forgan - - -	4,720	7	12 Apr.	J. Allison -	61, Reform Street, Dundee.
Inverkeithing - -	3,468	7	18 „	R. Baxter -	Inverkeithing, Fife.
Kemback - - -	412	5	29 Mar.	Rev. J. Henry	Kemback Manse, Cupar, Fife.
Kennoway - - -	1,505	5	22 „	H. Normand -	Kennoway, Windygates, Fife.
Kettle - - -	1,759	7	21 „	A. Angus -	Kingskettle, Fife.
Kilconquhar - -	1,025	7	5 Apr.	C. G. Dawson -	Colinsburgh, Fife.
Kilmany - - -	502	5	24 Mar.	D. M. Rollo -	67, Crossgate, Cupar, Fife.
Kilrenny - - -	2,784	7	19 Apr.	C. H. Maxwell	Town Clerk's Office, Anstruther.
Kinghorn (including Burgh).	2,311	7	12 „	J. Wyllie -	Kinghorn, Fife.
Kinglassie - - -	1,478	5	17 Mar.	R. Small - -	1, Burgh Buildings, Lochgelly, Fife.
Kingsbarns - -	652	5	22 „	J. Guthrie -	Anstruther.
KIRKCALDY (Burgh) -	22,346	9	3 Apr.	A. Beveridge -	Kirkcaldy.
*Kirkcaldy and Dysart (Landward)	1,398	7	1901. 30 Nov.	W. M. Dow -	Kirkcaldy.
Largo - - - -	1,895	5	1873. 26 Apr.	R. Black -	Lundin Links, Lower Largo, Fife.
Largoward - - -	901	5	24 May	T. Ireland, Jun.	Largoward, St. Andrews.
Leslie - - - -	3,960	7	8 Mar.	W. Taylor -	Leslie, Fife.
Leuchars - - -	2,499	5	12 Apr.	W. S. Birrell -	Maxton Villa, Cupar, Fife.
Lochgelly - - -	8,496	7	14 „	R. Small - -	1, Burgh Buildings, Lochgelly, Fife.
Logie - - - -	285	5	5 Apr.	D. M. Rollo -	67, Crossgate, Cupar, Fife.
Markinch - - -	6,803	7	15 Mar.	W. Marshall -	Markinch.
Monimail - - -	720	5	26 Apr.	J. L. Anderson	Cupar, Fife.
Moonzie - - -	138	5	28 Mar.	Rev. A. P. Hogarth (*interim*)	The Manse, Moonzie, Cupar, Fife.
Newburgh - - -	1,780	7	27 „	J. Adamson -	Newburgh, Fife.
Newburn - - -	296	5	21 Apr.	F. R. Lumsden	Newburn, Lower Largo, Fife.

* New School Board District formed by Order of the Secretary for Scotland, dated 9th October, 1901, under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, comprises the landward areas of the parishes of Kirkcaldy, Dysart and Abbotshall. Date of first election of School Board for Dysart (Landward), 21st April 1873 and for Kirkcaldy (Landward) 20th May, 1873.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Pittenweem	1,911	5	25 Mar.	A. C. Mackintosh.	Town Clerk's Office, Pittenweem Fife.
ST. ANDREWS (Burgh)	7,621	7	29 „	H. Thomson	St. Andrews.
St. Andrews (Landward) and St. Leonards.	1,789	5	14 Apr.	C. S. Grace	St. Andrews.
St. Monance	2,007	5	17 May	D. Cook	Anstruther.
Saline	1,012	5	29 Mar.	J. Ross	Dunfermline.
Scoonie	6,342	7	22 „	C. J. Ogilvy	Leven, Fife.
Springfield	1,512	5	26 Apr.	A. Duncan	Springfield, Fife.
Strathmiglo	1,618	5	12 „	J. Peggie	Strathmiglo, Fife.
Torryburn	1,130	5	26 „	W. Bald	National Bank, Dunfermline.
Tulliallan	1,862	5	10 „	J. Simpson	High Street, Kincardine, Perthshire.
Wemyss	15,031	9	15 Mar.	A. W. Taylor	East Wemyss, Fife.
[60.] FORFAR.	*234,082*				
Aberlemno	804	5	24 Mar.	J. S. Gordon	The Cross, Forfar.
Airlie	698	5	3 Apr.	J. Davidson	Kirriemuir.
Arbirlot	800	5	14 „	W. K. Macdonald.	Town Clerk's Office, Arbroath.
ARBROATH (Burgh)	22,398	9	28 Mar.	W. Alexander	62, High Street, Arbroath.
Arbroath and St. Vigeans (Landward).	2,279	7	24 „	J. M. McBain	Arbroath.
Auchterhouse	547	5	19 Apr.	A. Jamieson	Pitnappie, Newtyle, Coupar Angus.
Barry	4,652	7	12 „	D. Kidd	Rowan Cottage, Carnoustie, Forfarshire.
BRECHIN (Burgh	8,941	7	22 Mar.	J. Craig	Swan Street, Brechin.
Brechin (Landward)	1,503	5	7 Apr.	A. Philip	11, Panmure Street, Brechin.
BROUGHTY FERRY (Town).	10,142	7	21 Mar.	E. Cowan	Royal Bank Buildings, High Street, Dundee.
Careston	221	5	9 May	J. Craig	Swan Street, Brechin.
Carmyllie	1,063	5	16 Apr.	J. Mackintosh	27, Commerce Street, Arbroath.
Cortachy and Clova	569	5	29 Mar.	J. Edwards	Bearfauld, Cortachy, Kirriemuir.
Craig	2,019	7	5 Apr.	D. C. Wills	Montrose.
Dun	526	5	29 Mar.	A. Middleton	186, High Street, Montrose.
DUNDEE (Burgh)	161,173	15	19 „	J. E. Williams	School Board Offices, Dundee.
Dundee (Landward)	934	5	28 „	J. G. Shiell	5, Bank Street, Dundee.
Dunnichen	1,132	5	5 Apr.	J. Young, Jun.	Letham, Forfar.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Essie and Nevay	474	5	12 Apr.	J. Robertson	Panmure Bank, Carnoustie, Forfarshire.
Edzell	822	5	21 Mar.	T. Adam	Inglis Memorial Hall, Edzell, Brechin.
Farnell	536	5	3 May	C. M. Denholm	Forebank House, Brechin.
Fern	322	5	15 Mar.	Rev. J. Fergusson.	The Manse, Fern, Brechin.
FORFAR (Burgh)	11,397	9	18 „	A. Hay	Forfar.
Forfar (Landward)	1,482	5	19 Apr.	D. Macintosh	Town House, Forfar.
Fowlis Easter	254	5	3 May	G. Colston	Fowlis Easter, Lochee, Dundee.
Friockheim	1,292	5	11 Apr.	A. Oliver	Brothock Bank House, Arbroath.
Glamis	1,351	5	3 „	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.
Glenisla	669	5	12 „	A. Robertson	Holmiry, Glenisla, Alyth, Perthshire.
Guthrie	264	5	10 Mar.	J. Smith	Schoolhouse, Guthrie, Forfarshire.
Inverarity	823	5	17 Apr.	W. Gordon	52, East High Street, Forfar.
Inverkeilor	1,096	5	15 „	A. Inglis	Inverkeilor, Arbroath.
Kettins	704	5	12 „	R. Watson	Coupar Angus.
Kingoldrum	355	5	8 „	Rev. J. C. Jack	The Manse, Kingoldrum Kirriemuir.
Kinnell	574	5	7 „	A. Oliver	Brothock Bank House, Arbroath.
Kinnettles	323	5	27 Mar.	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.
Kirkden	500	5	2 Apr.	R. Reid	North of Scotland Bank, Friockheim, Forfarshire.
Kirriemuir (including Town).	5,902	7	4 „	J. Wilkie	Bank Street, Kirriemuir.
Lethnot and Navar. *See*	*Navar*	*and*	*Lethnot.*		
Lifl, Benvie and Invergowrie.	1,834	5	19 Mar.	T. H. B. Rorie	33, Albert Square, Dundee.
Lintrathen	559	5	11 „	D. Annand	Inzion, Lintrathen, Kirriemuir.
Lochlee	326	5	27 „	A. Bowman	Tarfside, Brechin.
Logie Pert	982	5	19 Apr.	A. Middleton	186, High Street, Montrose.
Lunan	302	5	15 July	A. Wilson	Lunan, Arbroath.
Lundie	268	5	3 May	A. F. Stewart	Dryburgh, Lochee, Dundee.
Mains and Strathmartine.	3,648	7	5 Apr.	W. L. Moncur	26, Castle Street, Dundee.
Maryton	278	5	10 Mar.	C. M. Denholm	Forebank House, Brechin.
Menmuir	704	5	22 „	A. Philip	11, Panmure Street, Brechin.
Monifieth (excluding Broughty Ferry).	3,053	7	5 Apr.	D. Gowans	Monifieth, Dundee.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Monikie	1,299	5	17 Apr.	R. Steven	7, Ward Road, Dundee.
MONTROSE (Burgh)	12,427	9	15 Mar.	W. Ross	10, Castle Street, Montrose.
Montrose (Landward)	1,600	5	3 Apr.	W. C. Walls	High Street, Montrose.
Murroes	1,041	5	10 „	H. A. Forsyth	Schoolhouse, Murroes, Dundee.
Navar and Lethnot	238	5	19 Mar.	W. Paterson	School-house, Lethnot, Brechin.
Newtyle	818	5	19 Apr.	J. Jack	Newtyle, Coupar Angus.
Oathlaw	365	5	15 May	A. Hay	Forfar.
Panbride	1,885	5	28 Feb.	D. O. Young	Green Lane, Carnoustie, Forfarshire.
Rescobie	594	5	24 Mar.	J. S. Gordon	The Cross, Forfar.
Ruthven	169	5	29 „	Rev. J. G. McPherson.	The Manse, Ruthven, Meigle.
Stracathro	430	5	14 Apr.	Rev. R. Grant	Manse, Stracathro, Brechin.
Tannadice	1,106	5	24 „	A. MacHardy	Town Chamberlain's Office, Forfar.
Tealing	615	5	29 Mar.	P. M. McKenzie	School-house, Tealing, Dundee.
[26.] HADDINGTON.	*58,665*				
Aberlady	950	5	19 Apr.	A. Brook	Chambers, Bank of Scotland, Haddington.
Athelstaneford	635	5	22 Mar.	A. Hendrie	Haddington.
Bolton	298	5	22 „	J. C. Lusk	Bolton, Haddington.
Dirleton	1,810	5	1 Apr.	A. D. Wallace	North Berwick.
DUNBAR (Burgh)	3,581	7	13 Mar.	R. White	Dunbar.
Dunbar (Landward)	1,450	5	15 Apr.	J. D. Brooke	Dunbar.
Garvald	628	5	19 „	J. Boucher	Garvald, Prestonkirk.
Gladsmuir	1,481	5	29 Mar.	W. H. Ferme	Haddington.
HADDINGTON (Burgh)	3,993	7	15 Mar.	T. W. Todrick (*Clerk to combined Board of Haddington, B. and L.*)	Haddington.
Haddington (Landward).	1,133	7	24 „	J. Richardson	Haddington.
Humbie	720	5	15 Sept.*	W. Guthrie	Humbie, Upper Keith, East Lothian.
Innerwick	782	5	12 Apr.	P. Purdie	Innerwick, East Lothian.
Morham	201	5	17 „	W. Graham	Schoolhouse, Morham, Haddington.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 26th April.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
HADDINGTON—*cont.*			1873.		
North Berwick (including Burgh).	3,649	7	12 Apr.	A. D. Wallace	East Road, North Berwick.
Oldhamstocks	429	5	29 Mar.	A. Grainger	Oldhamstocks, Cockburnspath, Berwickshire.
Ormiston	1,190	5	10 June	P. Cossar	Pencaitland, Haddingtonshire.
Pencaitland	1,112	5	29 Mar.	P. Cossar	Pencaitland, Haddingtonshire.
Prestonkirk	1,673	5	5 Apr.	A. E. Wright	National Bank, Prestonkirk.
Prestonpans	3,382	7	11 „	R. H. Hunter	Prestonpans, Haddingtonshire.
Salton	431	5	7 June	D. Logan	West Salton, Pencaitland, Haddingtonshire.
Spott	423	5	19 Apr.	R. Grieve	Spott, Dunbar.
Stenton	511	5	25 Mar.	J. Brown	Stenton, Prestonkirk.
Tranent	6,117	7	3 Apr.	J. Richardson	Musselburgh.
Whitekirk and Tyninghame.	835	5	15 Mar.	G. Ferguson	Tyninghame, Prestonkirk.
Whittinghame	521	5	12 Apr.	J. Hunter	Schoolhouse, Whittinghame, Prestonkirk.
Yester	730	5	21 „	P. B. Swinton	Gifford, Haddington.
[37.] INVERNESS.	*90,075*				
Abernethy and Kincardine.	1,279	5	16 Apr.	J. Grant	Royal Bank, Grantown.
Alvie	515	5	3 „		
Ardersier	1,594	5	25 Mar.	H. T. Donaldson	Nairn.
Arisaig and Moidart	1,079	5	*1895. 21 Mar.	A. Gibson	Arisaig, R.S.O. Inverness-shire.
Barra	2,545	5	1873. 18 Mar.	A. McElfrish	Procurator Fiscal's Office, Lochmaddy.
Boleskine and Abertarff	1,766	7	22 Apr.	W. W. Jack	Caledonian Bank, Fort Augustus, Inverness.
Bracadale	872	5	25 „	J. T. Mackenzie	Dunvegan, Skye.
Croy and Dalcross	1,149	5	7 „	H. Fraser	Bank Street, Inverness.
Daviot and Dunlichty	999	5	22 Mar.	J. S. Fraser	Queensgate Chambers, Inverness.
Dores	835	5	19 „	T. Fraser	Errogie, Inverness.
Duirinish	3,367	7	18 Apr.	J. T. Mackenzie	Dunvegan, Portree.
Duthill and Rothiemurchus.	1,995	5	23 „	J. Grant	Royal Bank, Grantown.
Glenelg	1,475	5	6 May	J. Macrae	Mallaig, Inverness-shire.
Glengarry	722	5	14 Mar.	J. J. Gold	Caledonian Bank, Ltd., Invergarry, Inverness-shire.

* Date is regulated by that for Ardnamurchan, viz., 18th June.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
INVERNESS—*cont.*			1873.		
Harris	5,271	7	13 Mar.	T. Wilson	Obbe, Portree.
Insh	317	5	2 Apr.	D. MacDonald	Balchroick, Feshie Bridge, Kingussie
INVERNESS (Burgh)	21,238	9	27 Mar.	R. Scott	42, Union Street, Inverness.
Inverness (Landward)	5,808	7	9 Apr.	J. S. Fraser	Queensgate Chambers, Inverness.
Kilmallie	3,797	7	9 „	D. McLeish	Parade House, Fort William.
Kilmonivaig	1,435	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
*Kilmorack	2,007	7	31 Mar.	J. McKenzie	Bank of Scotland, Beauly.
Kilmuir	948	5	14 Apr.	J. McKenzie	Uig, Portree.
Kiltarlity	1,919	7	14 „	D. Fraser	Bridgend Cottage, Beauly.
Kingussie	1,895	7	4 Mar.	L. Mackintosh	Kingussie.
Kirkhill	1,296	5	9 Apr.	S. Macdonald	Beauly.
Laggan	738	5	28 Mar.	F. Mackintosh	Laggan, Kingussie.
Moy and Dalarossie	761	5	27 „	J. Mackintosh	Queensgate, Inverness.
North Uist	3,891	7	3 Apr.	R. F. Matheson	Claddach Kirkibost, Lochmaddy.
Petty	1,291	5	22 Mar.	J. S. Fraser	Queensgate Chambers, Inverness.
Portree	2,781	7	8 Apr.	R. Macdonald	National Bank, Portree.
Sleat	1,665	5	1 May	R. Macdonald.	National Bank, Portree.
Small Isles	495	7	1 „	J. Campbell	Kildonan, Eigg, Oban.
Snizort	1,649	5	2 Apr.	R. Macdonald	National Bank, Portree.
South Uist	5,516	7	19 Mar.	A. McElfrish	Procurator Fiscal's Office, Lochmaddy.
Stenscholl	1,185	5	24 Apr.	J. MacKenzie	Estate Office, Uig, Portree.
Strath	2,152	7	28 Mar.	R. Macdonald	National Bank, Portree.
Urquhart and Glenmoriston.	1,828	7	1 Apr.	W. Mackintosh	Drumnadrochit, Inverness.
[19.] KINCARDINE.	*31,537*				
Arbuthnott	698	5	5 Apr.	J. Andrew	Bervie, Kincardineshire.
Banchory-Devenick	1,726	7	12 „	W. Littlejohn	48a, Union Street, Aberdeen.
Banchory-Ternan	3,449	7	5 „	J. Merson	High Street, Banchory, Kincardineshire.
Benholm	1,426	5	22 Mar.	W. Low	Johnshaven, Montrose.
Bervie (including Burgh).	2,523	5	20 „	J. Andrew	Bervie, Kincardineshire.

* Struy Combination.—*J. McKenzie, Bank of Scotland, Beauly.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
KINCARDINE—*cont.*			1873.		
Dunnottar (including part of Stonehaven).	2,533	5	15 Mar.	A. W. Kinnear	Stonehaven.
Durris	884	5	19 Apr.	G. Fyfe	Blairydrine, Durris Drumoak, Aberdeenshire.
Fettercairn	1,390	5	10 „	G. Neil	Fettercairn, Laurencekirk
Fetteresso and Rickarton (united § 17) (including part of Stonehaven).	5,425	7	29 Mar.	J. B. Cunningham.	Stonehaven.
Fordoun	1,809	7	21 „	R. L. Crabb	Auchinblae, Kincardineshire.
Garvock	368	5	29 „	J. B. Greig	Laurencekirk.
Glenbervie	854	5	29 „	S. A. Smith	Pitdrichie, Fordoun.
Kinneff and Catterline	899	5	25 „	A. Watt	Hilton, Stonehaven.
Laurencekirk	2,011	7	22 „	J W. Lawson	Laurencekirk.
Maryculter	951	5	29 „	G. Falconer	63, Union Street, Aberdeen.
Marykirk	1,209	5	29 „	J. Scott	Marykirk, Kincardineshire.
Nigg	1,528	5	5 Apr.	D. M. Walker	208, Market Street, Aberdeen.
St. Cyrus	1,228	5	29 Mar.	J. R. Findlay	Montrose.
Strachan	626	5	19 Apr.	J. Rust	Bowbuts, Strachan, Banchory, Kincardineshire.
[6.] KINROSS.	*7,109*				
Blairingone	445	5	12 Apr.	J. Bleloch	Wellhall, Dollar, Clackmannanshire.
Cleish	631	5	11 Apr.	R. Shorthouse	Kelty Bridge, Blairadam, Kinrossshire.
Fossoway and Tullibole.	729	5	1 „	J. Wilson	Solicitor, Kinross.
Kinross	2,655	5	18 Mar.	W. K. Falconer	Kinross.
Orwell	1,822	5	28 „	J. Watson	Milnathort, Kinross-shire.
Portmoak	827	5	19 Apr.	W. Glass	West Balgedie, Kinross.
[30.] KIRKCUDBRIGHT.	*39,511*				
Anwoth	651	5	12 Mar.	R. S. Glover	Bank of Scotland, Gatehouse, Kirkcudbrightshire.
Balmaclellan	546	5	27 „	P. Gifford	Castle Douglas.
*Balmaghie	802	5	27 „	J. Dunn	Castle Douglas.
Bargrennan	323	5	5 May	A. Wylie, Jun.	Doonhill, Newton Stewart.
Borgue	1,045	5	22 Mar.	D. Rogerson	Borgue Village, Kirkcudbright.
Buittle	879	5	3 „	J. E. Milligan	Town Hall Buildings, Dalbeattie.

* Kells and Balmaghie.—Mossdale Combination.—*R. Galloway, New Galloway Station, Kirkcudbrightshire.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
KIRKCUDBRIGHT—*cont.*			1873.		
Carsphairn	351	5	21 Mar.	C. E. Stewart	Carsphairn, Dalry, Kirkcudbrightshire.
Colvend and Southwick	1,171	5	20 „	J. K. McLelland.	The Schoolhouse, Colvend, Dalbeattie.
Corsock	460	5	19 Apr.	J. Ewing	Millbrae, Corsock, Dalbeattie.
Crossmichael	1,231	5	8 Mar.	W. Gillespie	Castle Douglas.
Dalry	826	5	15 Apr.	Rev. N. Buchanan.	Dalry, Kirkcudbrightshire.
Girthon	1,209	5	13 Mar.	W. Cairns	Gatehouse, Kirkcudbrightshire.
Irongray	701	5	5 Apr.	R. Adamson	93, Irish Street, Dumfries.
*Kells	878	5	5 „	R. Johnstone	New Galloway, Kirkcudbrightshire.
Kelton	3,734	7	11 Mar.	J. Dunn	Castle Douglas.
Kirkbean	685	5	26 Apr.	Rev. P. W. Mackenzie.	Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,309	9	28 Mar.	A. Cavan	Kirkcudbright.
Kirkgunzeon	527	5	22 „	J. Little	Dalbeattie.
Kirkmabreck	1,859	5	12 Apr.	R. Carson	Newton Stewart.
Kirkpatrick-Durham	818	5	29 Mar.	Miss M. Bell	Kirkpatrick-Durham, Dalbeattie
Lochrutton	497	5	12 Apr.	Messrs. Craig and Geddes, (*Joint Clerks.*)	English Street, Dumfries.
Minnigaff	1,114	5	14 May	R. Carson	Newton Stewart.
New Abbey	957	5	15 Mar.	J. Henderson	Dumfries.
Parton	382	5	1 Apr.	W. Gillespie	Castle Douglas.
Rerrick	1,356	5	27 Mar.	J. Matthews	Castle Douglas.
Terregles	454	5	12 Apr.	J. Johnston	Waterside, Terregles, Dumfries.
Tongland	693	5	22 Mar.	W. Nicholson	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer	6,599	7	29 „	A. Dobie & R. Barbour (joint clerks)	Maxwelltown, Dumfries.
Twynholm	718	5	5 Apr.	P. Gifford	Castle Douglas.
Urr	4,736	7	28 Feb.	J. Little	Dalbeattie.
[50.] LANARK.	*1,314,810*				
AIRDRIE (Burgh)	19,842	9	3 Apr.	G. B. Motherwell.	10, Bank Street Airdrie.
Avondale	5,773	9	22 May	J. Barrie	Strathaven, Lanarkshire.
Barony (added to Springburn).	—	—	—	——	——
Biggar	1,897	5	25 Apr.	A. Russell	Howieson Buildings, Biggar.

* Kells and Balmaghie.—Mossdale Combination.—*R. Galloway, New Galloway Station, Kirkcudbrightshire.*

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Parish or Burgh.	Population in 1901.	No of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Blantyre - - -	14,145	9	8 Mar.	J. Brown -	Kirkland Place, High Blantyre, Glasgow.
Bothwell - - -	45,905	9	4 Apr.	R. Kerr - -	50, Cadzow Street, Hamilton.
Cadder - - -	10,474	7	4 „	J. Hurll - -	142, St. Vincent Street, Glasgow.
Calderhead - -	6,641	7	10 „	D. Wellwood -	Mossbank Cottage, Shotts, Lanarkshire.
Cambuslang - -	20,211	9	10 „	R. Duncan -	Bushyhill Road, Cambuslang, Glasgow.
Cambusnethan - -	25,878	9	10 „	J. Burgess -	Wishaw.
Carluke - - -	8,966	7	26 Mar.	J. Barr - -	British Linen Co. Bank, Carluke.
Carmichael - -	392	5	14 Apr.	Rev. J. D. W. Gibson -	Carmichael Manse, Thankerton, Lanarkshire.
Carmunnock - -	1,449	5	13 Mar.	W. Fleming -	Windlaw, Carmunnock, Glasgow.
Carnwath - - -	5,837	7	25 Apr.	T. Smith -	Carnwath, Lanarkshire.
Carstairs - - -	1,893	5	5 „	G. H. Harrison	Carstairs, Lanark.
Clarkston - - -	9,889	7	7 „	G. B. Motherwell, Jun.	4, East High Street, Airdrie.
Covington and Thankerton.	314	5	12 „	J. F. Shirley -	Commercial Bank, Lanark.
Crawford - - -	715	5	21 Mar.	E. Kerr - -	Hawthorne Cottage, Abington, Lanarkshire.
Crawfordjohn - -	694	5	19 „	J. A. Renton -	Crawfordjohn, Abington, Lanarkshire.
Culter - - -	392	5	31 „	J. Walker -	The Schoolhouse, Culter, Biggar.
Dalserf - - -	4,088	5	14 Apr.	A. Duncan -	Dalserf, Netherburn, Lanarkshire.
Dalziel - - -	37,257	9	15 Mar.	W. R. Barbour	Motherwell.
Dolphinton - -	250	5	29 „	K. Mackenzie -	Dolphinton House, Dolphinton, Peeblesshire.
Douglas - - -	2,123	7	12 Apr.	A. Hutchison -	Main Street, Douglas, Lanarkshire
Douglas Water (School District § 17, parts of Douglas and Carmichael, erected 1898).	1,080	5	1898. 12 Nov.	R. McKinnell -	Commercial Bank of Scotland, Ltd., Douglas, Lanarkshire.
Dunsyre - - -	200	5	1873. 29 Apr.	J. Haddow -	Dunsyre, Carstairs Junction R.S.O., Lanarkshire.
East Kilbride - -	3,181	7	4 „	R. Gibson -	104, West Regent Street, Glasgow.
GLASGOW (Burgh) -	623,463	15	25 Mar.	G. W. Alexander. J. Stewart (*Deputy.*)	129, Bath Street, Glasgow.
Glassford - - -	1,321	5	5 Apr.	J. Hunter -	Chapelton, Hamilton.
Govan - - -	208,053	15	10 „	J. A. Craigie, LL.D.	151, Bath Street, Glasgow.
HAMILTON (Burgh) -	20,932	9	25 Mar.	P. Keith - -	Hamilton.

* Lenzie Combination. *See* Kirkintilloch (Dumbarton).
† Busby Combination, *J. Carswell, Victoria Crescent, Clarkston, Busby, Glasgow.*

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Hamilton (Landward)	19,440	9	18 Apr.	R. Kerr - -	50, Cadzow Street, Hamilton.
LANARK (Burgh) -	5,084	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	3,019	7	31 „	J. F. Shirley -	Lanark.
Larkhall - - -	12,034	7	17 Apr.	W. Cunningham	Larkhall, Lanarkshire.
Leadhills - - -	912	5	25 June	G. Menzies. -	Tounfoot, Leadhills, Lanarkshire.
Lesmahagow - -	10,954	7	12 Apr.	J. N. Gilmore	Lesmahagow, Lanarkshire.
Libberton - - -	432	5	19 „	Rev. J. Picken	Manse o Libberton, Carnwath, Lanarkshire.
Maryhill - - -	48,130	11	22 „	W. B. Gemmel	208, West George Street, Glasgow.
New Monkland - -	8,194	7	29 Mar.	G. B. Mother-well.	10, Bank Street, Airdrie.
Old Monkland - -	53,248	11	11 Apr.	W. J. Andrew	Municipal Buildings, Coatbridge.
Pettinain - - -	271	5	15 „	J. Paterson -	Grange Hall, Thankerton, Lanarkshire.
*Rutherglen(including Burgh).	21,011	9	1885. 17 Apr.	A. & A. Macallan (*Joint Clerks.*)	Rutherglen, Glasgow.
Shettleston - -	22,065	9	1873. 6 May	J. Watson -	24, St. Vincent Place, Glasgow.
Shotts - - -	10,297	7	3 Apr.	J. Hutton -	Shotts, Lanarkshire.
Springburn (including Barony).	11,354	7	25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
†Stonehouse - -	3,665	7	8 Apr.	A. Anderson -	Stonehouse, Lanarkshire.
Symington - - -	388	5	19 „	J. L. Spence -	Symington, Biggar.
Walston - - -	283	5	29 „	D. H. Ash -	Schoolhouse, Walston, Biggar.
Wandell and Lamington	362	5	28 Mar.	D. S. Melville -	Schoolhouse, Lamington, Lanarkshire.
Wiston and Roberton	412	5	26 „	J. Jamieson -	37, Scotts Street, Annan.
[12.] LINLITHGOW.	*66,443*				
Abercorn - - -	866	5	5 June	R. Amos - -	Philipstoun, Linlithgowshire.
BATHGATE (Town) -	6,786	7	12 Apr.	J. Gardner	Bathgate.
Bathgate (Landward)	7,218	7	1 „	A. P. Simpson	Bloomfield House, Bathgate.
‡Borrowstounness and Carriden.	11,473	9	18 Mar.	R. J. Jamieson A. S. Jamieson (*Deputy*).	Bo'ness, Linlithgowshire.
Dalmeny - - -	4,080	7	22 „	J. Gillespie -	The Bank, South Queensferry.

* Rutherglen Burgh merged in Parish, § 19, from and after election of 1885.
† Sandford Combination, *R. McCowan, Bank of Scotland, Strathaven, Lanarkshire.*
‡ United under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Government (Scotland) Act, 1894. Date of first election of Borrowstounness was 18 Mar. and of Carriden 5 April.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LINLITHGOW—*cont.*			1873.		
lesmachan - -	681	5	20 Mar.	J. Shepherd -	The Manse, Ecclesmachan Uphall, Linlithgowshire.
rkliston - - -	3,904	7	6 June	W. O. Grieve -	Kirkliston, Linlithgowshire.
inlithgow (including Burgh).	8,076	7	12 Apr.	J. Russell -	Linlithgow.
ingstone - -	2,764	5	4 „	W. Forsyth -	Blackburn, Bathgate.
phichen - -	3,225	5	15 „	J. Gardner -	28, Mid Street, Bathgate.
hall - - -	10,535	7	29 Mar.	R. C. Wilson -	Cerinia Place Broxburn, Linlithgowshire.
itburn - - -	6,835	7	22 „	D. J. Mitchell-	Parochial Board Office, Whitburn, Linlithgowshire.
5.] NAIRN.	*8,721*				
lclach - - -	772	5	16 Apr.	W. Murdoch -	4, Bridge Street, Nairn.
ldearn - - -	1,292	5	7 May	A. J. Mackintosh.	Auldearn, Nairn.
wdor - - -	925	5	2 Apr.	A. J. Macdonald	Cawdor Estate Office, Nairn.
IRN (Burgh) - -	4,327	7	29 Mar.	H. T. Donaldson.	Nairn.
irn (Landward) -	1,405	5	15 Apr.	A. Robertson -	County Buildings, Nairn.
20.] ORKNEY.	*28,699*				
ross and Burness including North Ronaldshay).	1,451	7	10 Oct.‡	W. Muir - (*Clerk to the combined Board*)	Templehall, Sanday, Kirkwall.
day - - -	643	5	19 Mar.	D. Sinclair -	Sandhill, Eday, Kirkwall.
ie and Rendall -	1,084	5	9 Apr.	J. Sinclair -	Upper Quoys, Evie, Kirkwall.
rth and Stenness -	1,270	5	21 Mar.	W. Sinclair -	Finstown, Kirkwall.
rray and Birsay -	2,136	7	19 „	T. Brown -	Hundland, Birsay, Stromness, Orkney.
lm - - - -	818	5	8 Apr.	J. Sinclair, Jun.	Upper Breckquoy, Holm, Kirkwall.
y and Graemsay -	485	5	22 „	G. Ritch - -	Graemsay, Stromness, Orkney.
RKWALL (Burgh) -	3,711	7	7 Mar.	J. Begg -	27, Bridge Street, Kirkwall.
rkwall (Landward) and St. Ola	811	5	28 „	T. H. Liddle -	Town Hall Buildings, Kirkwall.
ady - - - -	718	5	21 „	W. Muir - -	Templehall, Sanday, Kirkwall.
rth Ronaldshay (part of Cross and Burness)	—	—	—	——	——

* Linlithgow Burgh merged in Parish, under § 19, from and after election of 1900.
† School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for school purposes under the Act.
‡ Date of nomination by Board of Education. Election, which took place on 2nd April, declared void by Sheriff.
§ Disjoined from Stronsay and Eday under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Government (Scotland) Act, 1894.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ORKNEY—*cont.*			1873.		
Orphir	877	5	7 Apr.	W. Inkster	Quoyclerks, Orphir, Kirkwall.
Rousay and Egilshay	829	5	8 „	J. G. Craigie	Wasbister, Rousay, Kirkwall.
St. Andrews & Deerness	1,479	5	16 „	W. P. Drever	Kirkwall.
Sandwick	939	5	19 Mar.	W. Smith	Newark, Sandwick, Stromness Orkney.
Shapansey	769	5	18 Feb.	W. Robertson	Balfour, Kirkwall.
South Ronaldshay and Burray.	2,707	7	11 Apr.	R. Cromarty	St. Margaret's Hope, Orkney.
Stromness	3,180	5	7 Mar.	J. A. S. Brown	Stromness, Orkney.
*Stronsay	1,184	5	19 „	R. Miller	Coweshouse, Stronsay, Kirkwall.
Walls and Flotta	1,357	7	25 „	R. Malcolmson	Longhope, Stromness, Orkney.
Westray and Papa Westray.	2,251	5	28 „	T. Hewison	Meadowbank, Westray, Kirkwall.
[14.] PEEBLES.	*15,034*				
Drumelzier	194	5	19 Apr.	T. S. Glover	Drumelzier, Biggar.
Eddleston	535	5	29 Mar.	C. Gillespie	Eddleston, Peeblesshire.
Innerleithen	3,627	7	29 „	W. W. Thomson	Bank of Scotland, Innerleithe Peeblesshire.
Kilbucho, Broughton and Glenholm.	862	5	22 Apr.	D. Tudhope	34, St. Andrew Square, Edinburgh.
Kirkurd	293	5	14 May	J. Runciman	Kirkurd, Dolphinton, Peeblesshire.
Lyne	98	5	9 Apr.	D. Macpherson	Bank of Scotland, Peebles.
Manor	257	5	29 Mar.	D. Macpherson	Bank of Scotland, Peebles.
Newlands	564	5	3 May	W. Gordon	Solicitor, Peebles.
Peebles (including Burgh).	5,810	7	19 Apr.	W. Lyon	Bank of Scotland, Peebles.
Skirling	230	5	13 May	D. S. Moncrieff	Skirling Biggar.
Stobo	401	5	14 Mar.	A. Jervis	The Schoolhouse, Stobo, Peeblesshi
Traquair	618	5	22 „	W. Stobie	Innerleithen, Peeblesshire.
Tweedsmuir	435	5	1 Apr.	J. Yellowlees	Tweedsmuir, Biggar.
West Linton	1,110	5	3 May	Rev. S. McLintock (*interim*)	The Manse, West Linton, Peebleshire.
[78.] PERTH.	*123,546*				
Aberdalgie	278	5	3 Apr.	Condie, Mackenzie & Co.	Perth.
Aberfoyle	1,016	5	15 „	W. Houston	Quarry Office, Aberfoyle, Perthshire
Abernethy	1,276	5	19 Mar.	J. McKinlay	Parish Council Office, Newburgh, Fife

* *See* § footnote on previous page.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Abernyte	241	5	15 Apr.	Rev. W. L. Milroy	Abernyte Manse, Inchture, Perthshire.
Alyth (including Town)	2,943	7	28 „	D. S. Kidd	6, Airlie Street, Alyth, Perthshire.
Amulree	366	5	27 Mar.	J. Fergusson	Bank of Scotland, Aberfeldy.
Ardoch	916	5	7 Apr.	W. M. Jeffray	Solicitor, Dunblane.
Arngask	593	5	17 „	J. Melville	Smiddyhill, Glenfarg, Perthshire.
Auchterarder (including Town).	3,159	7	10 „	J. Hill	Auchterarder.
Auchtergaven	2,018	5	8 „	P. Brough	Bankfoot, Stanley, Perthshire.
Balquhidder	709	5	24 „	W. Thomson	Bank of Scotland, Callander, Perthshire.
Bendochy	473	5	29 Mar.	J. B. Miller	Blairgowrie.
Blackford	1,539	5	5 Apr.	J. Hill	Auchterarder.
Blair Athol	1,533	5	9 „	A. Stewart	Union Bank, Blair Athol.
Blairgowrie (including Town).	4,282	7	15 Mar.	R. R. Black	Bank Street, Blairgowrie.
Callander	1,887	5	25 Mar.	W. Thomson	Callander, Perthshire.
Caputh	1,005	5	10 Apr.	W. D. Brydon	The Whirley, Dunkeld.
Cargill	1,411	5	25 Mar.	W. Duncan	Burrelton, Coupar Angus.
Clunie	561	5	28 Apr.	R. Robertson	Blairgowrie.
Collace	440	5	24 Mar.	J. Fergusson	Bandirran, Perth.
Comrie	2,022	5	16 Apr.	P. Brough	Comrie, Perthshire.
Coupar Angus	2,468	7	29 Mar.	T. Saunders	Calton Street, Coupar Angus.
Crieff (including Town)	5,706	7	1 May	M. Finlayson	Crieff.
Dron	232	5	15 Mar.	Condie, Mackenzie and Co.	Perth.
Dull	2,269	5	14 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Dunbarney	909	5	22 Mar.	J. Paul	Murray Place, Bridge of Earn, Perthshire.
Dunblane and Lecropt	3,812	7	21 „	A. B. Barty	Glenacres, Dunblane.
Dunkeld and Dowally (School district comprising Dunkeld and Dowally).	1,201	5	1890. 12 July	R. McGillewie	Dunkeld.
Dunning	1,141	5	1873. 26 Mar.	W. Henderson, Jun.	Dunning, Perthshire.
Errol	2,070	7	6 „	W. Goodall	Union Bank of Scotland, Errol, Perthshire.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Findo Gask	323	5	12 Apr.	W. Henderson	Haughend, Dunning, Perthshire.
Forgandenny	527	5	29 Mar.	J. S. MacKay	Horselea, Forgandenny, Perthshire
Forteviot	562	5	5 Apr.	G. Miller	Cairnie, Forteviot, Perth.
Fortingall	465	5	27 Mar.	C. W. Macdougall	Union Bank House, Aberfeldy.
Fowlis Wester	975	5	18 „	M. Finlayson	Crieff.
Gartmore	683	5	5 Apr.	H. D. McLellan	48, Barnton Street, Stirling.
Glendevon	147	5	26 „	W. N. Russell	The Schoolhouse, Glendevon, Dollar, Clackmannanshire.
Inchture	552	5	8 Mar.	L. Melville	61, Reform Street, Dundee.
Innerwick (Glenlyon)	312	5	14 „	D. P. Webster (*int.*)	School House, Innerwick, Glenlyon, Aberfeldy.
Kenmore	1,260	5	17 Apr.	C. Munro	Union Bank House, Aberfeldy.
Killin	1,423	5	16 „	P. Stewart, J.P.	Killin, Perthshire.
Kilmadock	2,705	7	28 Mar.	J. A. McLean	Doune, Perthshire.
Kilspindie	568	5	17 „	Condie, Mackenzie and Co.	Perth.
Kincardine	1,309	5	12 Apr.	W. H. Sands	Thornhill, Kippen Station, Stirlingshire.
Kinclaven	637	5	8 „	Rev. H. K. Reekie	Kinclaven Manse, Stanley, Perthshire.
Kinfauns	611	5	5 Mar.	Condie, Mackenzie and Co.	Perth.
Kinloch-Rannoch	807	5	28 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Kinnaird	217	5	19 Mar.	Condie, Mackenzie and Co.	Perth.
Kinnoull	407	5	29 „	W. J. Wood	Royal Bank Buildings, Kinnoull Street, Perth.
Kirkmichael	671	5	26 Apr.	J. Mackenzie	Kirkmichael, Blairgowrie.
Lethendy and Kinloch	351	5	19 „	J. Arnott	Kinloch, Blairgowrie.
Little Dunkeld	1,952	5	20 Mar.	J. A. Harris	Birnam, Perthshire.
Logiealmond	567	5	3 Apr.	J. Stalker	Schoolhouse, Logiealmond, Perth.
Logierait	1,676	5	5 May	W. A. MacIntosh.	Logierait, Ballinluig, Perthshire.
Longforgan	1,886	5	26 Mar.	D. M. Boyd	Parish Council Office, Longforgan, Dundee.
Maderty	443	5	26 „	M. Finlayson	Crieff.
Meigle	959	5	5 Apr.	T. Morrison	Meigle.
Methven	1,699	5	4 Mar.	R. D. Stewart	Mansion Nook, Methven, Perth.
Moneydie	251	5	17 „	J. Gow	Schoolhouse, Moneydie, Perth.
Monzievaird & Strowan	518	5	5 Apr.	A. Hill	Monzievaird, Crieff.

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arish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
lin - - -	2,350	5	26 Apr.	H. Mitchell -	Pitlochry.
kart - - -	469	5	29 Mar.	D. M. Hall -	Muckart, Dollar, Clackmannanshire.
ıill - - -	1,383	5	5 Apr.	M. Finlayson -	Crieff.
ie - - - -	513	5	5 „	J. B. Miller -	Blairgowrie.
ıll (Burgh) - -	32,873	9	5 „	P. Martin -	Tay Street, Perth.
ı, East Parish ındward).	308	5	21 May	R. Matheson -	British Linen Bank House, Perth.
of Monteith -	613	5	5 Apr.	A. Cross -	Claymires, Port of Monteith Station, Stirlingshire.
ray - - -	2,462	7	12 „	J. B. Miller -	Blairgowrie.
orton - - -	1,439	5	5 „	A. L. Smith -	Cambridge House, Stanley, Perthshire.
ıd - - -	183	5	29 Mar.	Condie, Mackenzie & Co.	Perth.
adoes - - -	336	5	10 „	W. Goodall -	Union Bank of Scotland, Errol, Perthshire.
artins - - -	850	5	5 Apr.	R. H. Miller -	69, George Street, Perth.
ı - - - -	2,362	5	5 „	B. Mackenzie -	Stormont House, Scone, Perthshire.
ndry - - -	355	5	29 „	J. Marshall -	Tenandry, Pitlochry.
ermore - -	1,943	5	15 „	R. Jack - -	Tibbermore, Perth.
ty Gask - -	381	5	23 „	M. Finlayson -	Crieff.
achs - - -	351	5	29 Mar.	P. Buchanan -	Callander, Perthshire.
n - - - -	406	5	24 Apr.	J.P. MacAlpine	Central Schoolhouse, Weem, Aberfeldy.
] RENFREW.	*293,192*				
heart - - -	28,358	9	12 Apr.	G. J. Cameron	104, West Regent Street, Glasgow.
esham - - -	1,075	5	25 Mar.	W. Browning -	Eaglesham, Glasgow.
wood - - -	18,673	9	28 Feb.	R. Guy - -	120, West Regent Street, Glasgow.
ine - - -	1,519	5	1 Mar.	R. & T. Russell	7, High Street, Paisley.
ock - - -	6,356	7	20 „	G. Dunlop -	9, Kempock Street, Gourock, Renfrewshire.
NOCK (Burgh) -	65,497	11	5 Apr.	A. F. Niven -	Municipal Buildings, Wallace Place, Greenock.
nock East Parish ındward) (including Port Glasgow, ındward).	2,273	5	9 May	G. Murray -	2, Argyle Street, Greenock.
nock, West Parish ındward).	295	5	8 „	W. McClure, Jun.	Mansion House, Greenock.
ston and Killallan	2,041	5	22 Mar.	W. King -	142, West George Street, Glasgow.

* Busby Combination. *See* Carmunnock (Lanark).

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—*cont.*	*		1873.		
Inchinnan	573	5	12 Apr.	J. C. Crawford	The Schoolhouse, Inchinnan, Renfrew Renfrewshire.
Inverkip	785	5	31 Mar.	G. Dunlop	2, Church Place, Greenock.
Kilbarchan	7,226	7	5 Apr.	J. McN. Porteous.	Kilbarchan, Johnstone.
Kilmacolm	4,869	7	5 „	J. C. Huie	Royal Bank, Kilmacolm, Renfrewshire.
Levern	3,021	5	29 Mar.	R. S. Stewart	Barrhead, Glasgow.
Lochwinnoch	4,402	7	26 Apr.	W. Logan	Lochwinnoch, Renfrewshire.
*Mearns	3,409	7	24 Mar.	J. Wright	Mearns, Glasgow.
Neilston	13,716	9	3 May	Watson & Fife	Bank of Scotland, Barrhead, Glasgow
PAISLEY (Burgh)	79,363	13	23 Apr.	MacRobert and Hutchison.	6, St. James Place, Paisley.
Paisley (Landward)	17,742	9	9 May	J. B. Stirling	28, High Street, Johnstone.
PORT GLASGOW (Burgh)	16,857	9	25 Mar.	J. Hood J. H. Ross (*Deputy*).	Clydesdale Bank Buildings, Port Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock.	—	—	—	—	—
RENFREW (Burgh)	6,802	7	12 Apr.	T. Anderson	Board Room, Blythswood Testimonial School, Renfrew.
Renfrew (Landward)	8,340	7	10 May	J. R. Parker	76, Fulbar Street, Renfrew.
Skelmorlie	*See under*		Ayr.		
[35.] ROSS AND CROMARTY.	*76,450*				
Alness	956	5	24 Mar.	F. W. Macdonald.	Teaninich, Alness, Ross-shire.
Applecross	1,615	5	13 May	J. Grant	Shieldaig, Lochcarron, Ross-shire.
Avoch	1,852	5	7 „	R. J. Gillanders.	Fortrose, Ross-shire.
Barvas	6,736	7	26 Mar.	J. MacDonald	Stornoway.
Carnoch	235	5	26 Apr.	W. Mackenzie	Dingwall.
Contin	516	5	15 Mar.	G. Maclennan	Achnasoul, Muir of Ord, Ross-shire
Cromarty (including Burgh).	1,848	5	12 „	A. H. Mackenzie.	Cromarty.
Dingwall (including Burgh).	2,758	7	9 Apr.	A. Ross	Dingwall.
Edderton	577	5	15 Sept.†	J. Stephen	Glenmorangie, Tain.
Fearn	1,761	5	25 Mar.	A. Wallace	Tullich, Fearn, Ross shire.
Fodderty	1,787	5	3 Apr.	C. Fraser	Westpark Cottage, Strathpeffer, Ross-shire.

* Busby Combination. *See* Carmunnock (Lanark).

† Date of nomination by Board of Education. Election, which took place on the 21st March, declared void by Sheriff.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
OSS AND CROMARTY —*cont.*			1873.		
ortrose (included in Rosemarkie).	—	—	—	—	—
airloch - - -	3,797	9	20 Mar.	W. B. Macrae -	Poolewe, Ross-shire.
enshiel - - -	343	5	5 May	W. M. Strachan	Fernfield, Strome Ferry.
llearnan - - -	933	5	19 Apr.	G. Maclennan -	Achnasoul, Muir of Ord, Ross-shire.
lmuir Easter - -	985	5	27 Mar.	D. Chisholm -	Lonevine, Delny, Ross-shire.
ltearn - - -	1,258	5	11 Apr.	G. S. M. Mackintosh -	Dingwall.
ncardine - -	1,285	7	8 „	J. M. Ross -	Ardgay.
nloch-luichart -	589	5	8 „	G. Maclennan	Achnasoul, Muir of Ord, Ross-shire.
ntail - - -	491	5	14 „	W. M. Strachan	Fernfield, Strome Ferry.
ıockbain - - -	1,504	5	2 „	D. Stuart -	Balnakyle, Munlochy, Ross-shire.
chalsh - - -	1,830	5	12 „	C. McRae -	14, Bank Street, Plockton, Ross-shire.
chbroom - - -	3,207	9	22 „	D. S. Ross -	Ullapool, Ross-shire.
chcarron - -	1,442	5	15 „	A. Campbell -	Lochcarron, Ross-shire.
chs - - - -	4,733	7	28 Mar.	J. MacDonald -	Stornoway.
gie Easter - -	819	5	14 Apr.	M. Macrae -	Kildary, S.O., Ross-shire.
gg - - - -	892	5	12 „	J. Sandison -	Invergordon, Ross-shire.
solis - - -	1,036	5	14 Mar.	E. Scott - -	Newmills Cottage, Resolis, Invergordon.
semarkie (including Fortrose).	1,465	5	7 Apr.	J. Henderson -	Fortrose, Ross-shire.
sskeen - - -	3,460	7	26 Mar.	W. George -	High Street, Invergordon, Ross-shire.
rnoway (including Town).	12,983	7	3 Apr.	W. J. Clarke -	County Buildings, Stornoway.
in (including Burgh)	2,756	7	10 „	J. Stephen -	Morangie, Tain.
rbat - - -	1,358	5	20 May	J. Ross - -	Meikle Tarrel, Fearn, Ross-shire.
g - - - -	4,497	7	31 Mar.	J. MacDonald -	Stornoway.
rquhart and Logie Wester.	2,102	7	13 „	A. MacDonald	Conon Bridge, Ross-shire.
rray - - -	2,064	5	26 Apr.	D. Maclean -	Fairburn Muir, Muir of Ord, Ross-shire.
[32.] ROXBURGH.	*48,500*				
ncrum - - -	973	5	5 Apr.	T. Kennedy -	Ancrum, Roxburghshire.
drule - - -	206	5	22 Mar.	Rev. J. Stevenson.	The Manse, Bedrule, Jedburgh.
wden - - -	660	5	20 „	R. Dunn - -	Melrose,

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ROXBURGH—*cont.*			1873.		
Castleton	1,872	5	15 Apr.	J. Barrie	Hawick.
Cavers	1,250	7	1876. 22 Apr.	W. Haddon	Hawick.
Crailing	501	5	1873. 7 Apr.	G. Fargie	Kelso.
Eckford	707	5	24 Mar.	A. W. Main	Kelso.
Edgerston	262	5	11 Apr.	S. Hilson	County Buildings, Jedburgh.
Ednam	523	5	22 Mar.	D. Pringle	Ednam, Kelso.
HAWICK (Burgh)	17,303	9	8 Apr.	J. Oliver	Hawick.
Hawick (Landward)	1,199	5	10 „	G. Grier	3, Oliver Place, Hawick.
Hobkirk	552	5	14 „	Miss M. Sibbald	Weens Cottages, Bonchester, Hawick
Hownam	192	5	22 Mar.	J. Cuthbert	Hownam, Kelso.
JEDBURGH (Burgh)	3,136	7	27 „	J. McDougall	The Nest, Jedburgh.
Jedburgh (Landward)	1,182	5	12 Apr.	C. W. Anderson	Royal Bank, Jedburgh.
Kelso	4,525	7	15 Mar.	T. D. C. Smith	66, Woodmarket, Kelso.
Lilliesleaf	592	5	12 Apr.	W. Haddon	Hawick.
Linton	405	5	5 „	J. Cook	The Schoolhouse, Linton, Kelso.
Makerstoun	337	5	17 „	J. Porteous	Coldstream.
Maxton	411	5	3 „	T. Lawrie	St. Boswells, Newtown St. Boswells
Melrose	4 707	7	12 „	T. T. Muir	Melrose.
Minto	427	5	19 „	A. Haddon	7, Tower Knowe, Hawick.
Morebattle	779	5	22 Mar.	H. Peattie	Broomlands, Kelso.
Oxnam	624	5	9 Apr.	J. D. Little	Oxnam, Jedburgh.
Roberton	397	5	28 Mar.	J. R. Carmichael.	Oliver Place, Hawick.
Roxburgh	835	5	11 „	A. W. Main	Kelso.
St. Boswells	940	5	22 „	T. Lawrie	St. Boswells, Newtown St. Boswells
Smailholm	341	5	27 „	J. Brown	Smailholm, Kelso.
Southdean	530	5	3 May	G. A. Russell	Glendouglas, Jedburgh.
Sprouston	911	5	18 Mar.	H. Peattie	32, Woodmarket, Kelso.
Teviothead	419	5	22 Apr.	R. Purdom	Hawick.
Yetholm	802	5	5 „	T. M. Beveridge	24, Woodmarket, Kelso.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[9.] SELKIRK.	*23,388*		1873.		
hkirk - - -	404	5	15 Sept.*	M. McCall -	British Linen Co. Bank, Hawick.
ddonfoot - -	695	5	30 Apr.	P. J. Carruthers	Stow, Midlothian.
trick - - -	331	5	10 May	A. MacLaren -	School House, Ettrick, Selkirk.
LASHIELS (Burgh) -	13,615	9	22 Mar.	G. D. Cramond	Bridge Street, Galashiels.
lashiels (Landward)	354	5	29 ,,	W. Little -	Galashiels.
khope - - -	399	5	15 Apr.	J. Macaulay -	Selkirk.
.KIRK (Burgh) -	5,486	7	22 Mar.	C. Alexander -	Selkirk.
kirk (Landward) -	1,604	5	2 Apr.	J. Macaulay -	Selkirk.
row - -	500	5	10 ,,	C. Alexander -	Selkirk.
2.] SHETLAND.	*28,166*				
ssay - - -	686	5	22 Apr.	R. D. Ganson -	Lerwick.
ting - - -	1,389	5	15 ,,	R. Robertson -	Westerscord, Voe, Lerwick.
rossness - -	3,638	7	28 Mar.	J. Jarmson -	Sandwick, Lerwick.
lar - - -	347	7	1 May	J. Hughson -	Hubie, Fetlar, Lerwick.
wick - - -	6,519	9	15 Apr.	R. D. Ganson -	Lerwick.
ting, Lunnasting, Whalsay, and Skerries.	2,480	7	23 ,,	G. G. Irvine -	Symbister, Whalsay, Lerwick.
rthmavine - -	2,014	7	26 Mar.	C. A. A. Harrison	Swarthoul, Hillswick, Lerwick.
dsting and Aithting.	2,396	7	18 Apr.	P. Thomson -	Garderhouse, Lerwick.
gwall, Whiteness, nd Weisdale.	2,273	7	9 May	R. Inkster -	Scalloway, Shetland.
st - - - -	1,946	7	9 ,,	A. L. Williamson.	Millbrae, Baltasound, Lerwick.
lls, Sandness, Papa, nd Foula.	1,995	7	9 ,,	J. Georgeson -	Stove, Walls, Lerwick.
] - - - -	2,483	7	6 ,,	J. N. Barclay -	Mid Yell, Lerwick.
24.] STIRLING.	*141,948*				
th - - - -	1,360	5	21 Apr.	W. Stevenson -	2, Bank Street, Falkirk.
dernock - -	582	5	5 ,,	J. Gibson -	Baldernock, Torrance, Glasgow.
fron - - -	1,092	5	8 Mar.	J. Henry -	Balfron, Glasgow.
hanan - - -	487	5	20 Apr.	W. Macpherson	Stirling Road, Drymen, Glasgow.
apsie - - -	5,424	7	10 ,,	J. H. Wyllie -	Capieston House, Lennoxtown, Glasgow.

Date of nomination by Board of Education, no election having taken place. Date originally fixed, 1 March.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
STIRLING—*cont.*			1873.		
Denny	8,268	7	7 Apr.	J. S. Davidson	Bank of Scotland, Denny.
Drymen	1,121	5	22 Mar.	T. Peden	Drymen, Glasgow.
Dunipace	2,050	5	3 May	W. Hendry	Dunipace, Denny.
*FALKIRK (Burgh)	29,284	9	29 Mar.	T. Gibson	Falkirk.
Falkirk (Landward)	7,270	7	12 Apr.	R. Watson	Falkirk.
Fintry	314	5	19 Mar.	G. May	Fintry, Stirlingshire.
Gargunnock	633	5	18 ,,	R. Whyte	4, King Street, Stirling.
Grangemouth (including Bothkennar, Polmont, and part of Falkirk).	17,463	9	1900. 19 May	J. B. White	Grangemouth.
Killearn	929	5	1873. 29 Mar.	J. W. Thomson	Post Office, Killearn, Glasgow.
KILSYTH (Town)	7,471	7	7 Apr.	D. Stark	Burnbank Cottage, Kilsyth, Glasg
Kilsyth (Landward)	2,369	5	2 May	R. M. Lennox	Kilsyth, Glasgow.
Kippen	1,456	5	29 Mar.	A. Cross	Claymires, Port of Monteith Stati Stirlingshire.
Larbert	11,684	7	19 Apr.	R. Taylor	46, Barnton Place, Stirling.
Logie	4,432	7	15 Mar.	R. A. Hill	Bridge of Allan.
Muiravonside	5,332	7	29 ,,	A. Hunter	National Bank Buildings, Falkirk
St. Ninian's	8,152	7	29 ,,	J. Dobbie	Port Street, Stirling.
Slamannan	5,286	7	10 ,,	J. C. Allan	New Market Street, Falkirk.
†STIRLING (Burgh)	18,609	9	8 ,,	J. Brown	10, Barnton Street, Stirling.
Strathblane	880	5	25 Apr.	J. Henry	Balfron, Glasgow.
[13.] SUTHERLAND.	*21,440*				
Assynt	2,386	7	5 May	J. Gordon	Lochinver, Lairg.
Clyne	1,724	5	21 Mar.	J. Macleod	Clyne Milton, Brora, Sutherlandsh
Creich	1,836	7	1 May	D. Shaw	Bonar Bridge, Ardgay.
Dornoch (including Burgh).	2,794	7	17 Apr.	J. Mackintosh	Dornoch, Sutherlandshire.
Durness	870	5	13 May	R. Swanson	Sangomore, Durness, Lairg.
Eddrachillis	1,418	5	8 ,,	Rev. A. Gunn	F. C. Manse, Durness, Lairg.
Farr	2,557	7	25 Apr.	H. Gunn	Baligill, Melvich, Thurso.
Golspie	1,665	5	20 Mar.	D. Peters	County Buildings, Dornoch, S landshire.

* School Board District extended by Order of Department under § 30 of the Education (Scotla Act, 1878, to include the part of the parish of Falkirk annexed to the Burgh in terms of the Falk Burgh Extension Act, 1900.

† Including Stirling (Landward), now abolished as a separate school district.

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Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
SUTHERLAND—*cont.*			1873.		
Kildonan	1,772	5	31 Mar.	A. Argo	Golspie.
Lairg	1,081	5	27 ,,	A. Gray	Culmallie, Lairg.
Loth	449	5	29 ,,	J. J. Hill	Helmsdale, Sutherlandshire.
Rogart	1,105	5	25 June	A. N. Macaulay	Solicitor, Golspie.
Tongue	1,783	5	28 Apr.	W. Morrison	Borgie, Bettyhill, Thurso.
[18.] WIGTOWN.	*32,557*				
Glasserton	887	5	15 May	J. J. Colquhoun	Whithorn, Wigtownshire.
Inch	1,987	7	29 Mar.	A. McC. Parker	Stranraer.
Kirkcolm	1,360	5	27 ,,	J. Reid	Kirkcolm, Stranraer.
Kirkcowan	1,153	5	20 May	J. Millar	Kirkcowan, Wigtownshire.
Kirkinner	1,255	5	31 ,,	J. Christison	Barglass, Kirkinner, Wigtownshire.
Kirkmaiden	1,943	7	5 Apr.	P. M. Rodie	Windmill, Logan, Stranraer.
Leswalt	1,002	5	3 May	A. Aitken	Stranraer.
Mochrum	1,958	5	28 ,,	J. J. Dunlop	Port William, Wigtownshire.
New Luce	557	5	27 Mar.	C. Kenmuir	Commercial Hotel, Newluce, Glenluce, Wigtownshire.
Old Luce or Glenluce	2,157	7	27 ,,	J. Cullen, Jr.	Glenluce, Wigtownshire.
Penninghame	3,228	7	4 Apr.	R. Carson	Newton Stewart.
Portpatrick	1,048	5	22 Mar.	J. Brownlee	Harbour Square, Portpatrick, Wigtownshire.
Sheuchan	211	5	7 June	J. M. Adair	North Strand Street, Stranraer.
Sorbie	1,373	5	21 May	J. Fingland	Garlieston, Wigtownshire.
Stoneykirk	2,420	7	4 Mar.	J. McCaig	High Mye, Stoneykirk, Wigtownshire.
STRANRAER (Burgh)	6,036	7	25 ,,	A. S. Carnochan	Prince's Street, Stranraer.
Whithorn	2,235	7	20 May	J. J. Colquhoun	Whithorn, Wigtownshire.
Wigtown	1,747	5	19 ,,	J. Clark	Wigtown.

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INDEX TO LIST OF SCHOOL BOARDS.

Parish or Burgh.	County.
Abbey St. Bathan's	Berwick.
Abbotshall	Fife.
See Kirkcaldy.	
Abdie	"
Abercorn	Linlithgow.
Aberdalgie	Perth.
Aberdeen (Burgh)	Aberdeen.
Aberdour	"
Aberdour	Fife.
Aberfoyle	Perth.
Aberlady	Haddington.
Aberlemno	Forfar.
Aberlour	Banff.
Abernethy	Perth.
Abernethy and Kincardine.	Inverness.
Abernyte	Perth.
Abertarff	Inverness.
See Boleskine and Abertarff.	
Aboyne and Glentanner.	Aberdeen.
Acharacle	Argyll.
Airdrie (Burgh)	Lanark.
Airlie	Forfar.
Airth	Stirling.
Aithsting	Shetland.
See Sandsting and Aithsting.	
Alford	Aberdeen.
Alloa (Town)	Clackmannan.
Alloa (Landward)	"
Alloway	Ayr.
Alness	Ross.
Alva	Clackmannan.
Alvah	Banff.
Alves	Elgin.
Alvie	Inverness.
Alyth	Perth.
Amulree	"
Ancrum	Roxburgh.
Annan	Dumfries.
Anstruther Easter	Fife.
Anstruther Wester	"
Anwoth	Kirkcudbright.
Applecross	Ross.
Applegarth and Sibbaldbie	Dumfries.
Appin	Argyll.
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Arbroath (Burgh)	"
Arbroath and St. Vigean's (Landward).	"
Arbuthnott	Kincardine.
Ardallie	Aberdeen.
Ardchattan and Muckairn.	Argyll.
Ardclach	Nairn.
Ardersier	Inverness.
Ardgour	Argyll.
Ardnamurchan	"
Ardoch	Perth.
Ardrossan	Ayr.
Arisaig and Moidart	Inverness.
Arngask	Perth.
Arrochar	Dumbarton.
Ashkirk	Selkirk.
Assynt	Sutherland.
Athelstaneford	Haddington.
Auchindoir and Kearn.	Aberdeen.
Auchinleck	Ayr.
Auchterarder	Perth.
Auchterderran	Fife
Auchtergaven	Perth.
Auchterhouse	Forfar.
Auchterless	Aberdeen.
Auchtermuchty	Fife.
Auchtertool	"
Auldearn	Nairn.
Avoch	Ross.
Avondale	Lanark.
Ayr (Burgh)	Ayr.
Ayr (Landward)	"
Ayton	Berwick.
Baldernock	Stirling.
Balfron	"
Ballantrae	Ayr.
Ballingry	Fife.
Balmaclellan	Kirkcudbright.
Balmaghie	"
Balmerino	Fife.
Balquhidder	Perth.
Banchory-Devenick	Kincardine.
Banchory-Ternan	"
Banff (Burgh)	Banff.
Banff (Landward)	"
Bargrennan	Kirkcudbright.
Barony	Lanark.
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Barr	Ayr.
Barra	Inverness.
Barry	Forfar.
Barvas	Ross.
Bathgate (Town)	Linlithgow.
Bathgate (Landward).	"
Beath	Fife.
Bedrule	Roxburgh.
Beith	Ayr.
Belhelvie	Aberdeen.
Bellie	Elgin.
Bendochy	Perth.
Benholm	Kincardine.
Benvie	Forfar.
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Bervie	Kincardine.
Biggar	Lanark.
Birnie	Elgin.
Birsay	Orkney.
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Birse	Aberdeen.
Blackford	Perth.
Blair Athol	"
Blairgowrie	"
Blairingone	Kinross.
Blantyre	Lanark.
Boharm	Banff.
Boleskine and Abertarff.	Inverness.
Bolton	Haddington.
Bonhill	Dumbarton.
Borgue	Kirkcudbright.
Borrowstounness	Linlithgow.
Borthwick	Edinburgh.
Bothwell	Lanark.
Botriphnie	Banff.
Bourtie	Aberdeen.
Bowden	Roxburgh.
Bower	Caithness.
Boyndie	Banff.
Bracadale	Inverness.
Braemar	Aberdeen.
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Brechin (Burgh)	Forfar.
Brechin (Landward)	"
Bressay	Shetland
Broughton	Peebles.
See Kilbucho, Broughton and Glenholm.	
Broughty Ferry (Town).	Forfar.
Brydekirk	Dumfries.
Buchanan	Stirling.
Buckie	Banff.
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Buittle	Kirkcudbright.
Bunkle and Preston	Berwick.
Burness	Orkney.
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Burntisland (Burgh)	Fife.
Burntisland (Landward).	"
Burray	Orkney
See South Ronaldshay and Burray.	
Cabrach	Banff.
Cadder	Lanark.
Caddonfoot	Selkirk.
Caerlaverock	Dumfries.
Cairney	Aberdeen.
Calderhead	Lanark.
Callander	Perth.
Cambuslang	Lanark.
Cambusnethan	"
Cameron	Fife.
Campbeltown(Burgh)	Argyll.
Campbeltown(Landward).	"
Campsie	Stirling.
Canisbay	Caithness
Canonbie	Dumfries.
Caputh	Perth.
Cardross	Dumbarton.
Careston	Forfar
Cargill	Perth.
Carluke	Lanark
Carmichael	"
Carmunnock	"
Carmyllie	Forfar.
Carnbee	Fife.
Carnoch	Ross.
Carnock	Fife.
Carnwath	Lanark.
Carriden	Linlithgow.
See Bo'ness.	
Carrington	Edinburgh.
Carsphairn	Kirkcudbright.
Carstairs	Lanark.
Castleton	Roxburgh.
Cathcart	Renfrew.
Catterline	Kincardine
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Cavers and Kirkton	Roxburgh.
Cawdor	Nairn.
Ceres	Fife.
Channelkirk	Berwick.
Chapel of Garioch	Aberdeen.
Chirnside	Berwick.
Clackmannan	Clackmannan
Clarkston	Lanark.
Clatt	Aberdeen.
Cleish	Kinross.
Closeburn	Dumfries.
Clova	Forfar.
See Cortachy and Clova.	
Clunie	Perth.
Cluny	Aberdeen.

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Parish or Burgh.	County	Parish or Burgh.	County.	Parish or Burgh.	County.
Clyne	Sutherland.	Dalton	Dumfries.	Eaglesham	Renfrew.
Cockburnspath	Berwick.	Dalziel	Lanark.	Earlston	Berwick.
Cockpen	Edinburgh.	Daviot	Aberdeen.	Eassie and Nevay	Forfar.
Coldingham	Berwick.	Daviot and Dunlichty.	Inverness.	East Calder	Edinburgh.
Coldstream	"	Deerness	Orkney.	*See Kirknewton and East Calder.*	
Colinton	Edinburgh.	*See St. Andrew's and Deerness.*		East Kilbride	Lanark.
Coll	Argyll.	Delting	Shetland.	Eastwood	Renfrew.
Collace	Perth.	Denny	Stirling.	Eccles	Berwick.
Collessie	Fife.	Deskford	Banff.	Ecclesmachan	Linlithgow.
Colmonell	Ayr.	Dingwall	Ross.	Echt	Aberdeen.
Colonsay and Oronsay.	Argyll.	Dirleton	Haddington	Eckford	Roxburgh.
Colvend and Southwick.	Kirkcudbright.	Dollar	Clackmannan.	Eday	Orkney.
Comrie	Perth.	Dolphinton	Lanark.	Edderton	Ross.
Contin	Ross.	Dores	Inverness.	Eddleston	Peebles.
Corrie	Dumfries.	Dornoch	Sutherland.	Eddrachillis	Sutherland.
See Hutton and Corrie.		Dornock	Dumfries.	Edgerston	Roxburgh.
Corsock	Kirkcudbright.	Douglas	Lanark.	Edinburgh (City)	Edinburgh.
Corstorphine	Edinburgh.	Douglas Water	Lanark.	Edinkillie	Elgin.
Cortachy and Clova	Forfar.	Dowally	Perth.	Ednam	Roxburgh.
Coull	Aberdeen.	*See Dunkeld and Dowally.*		Edrom	Berwick.
Couper Angus	Perth.	Drainie	Elgin.	Edzell	Forfar.
Covington and Thankerton.	Lanark.	Dreghorn	Ayr.	Egilshay	Orkney.
Coylton	Ayr.	Dron	Perth.	*See Rousay and Egilshay.*	
Craig	Forfar.	Drumblade	Aberdeen.	Elgin (Burgh)	Elgin.
Craigie	Ayr.	Drumelzier	Peebles.	Elgin (Landward)	"
Craignish	Argyll.	Drumoak	Aberdeen.	Elie	Fife.
Crail	Fife.	Dryfesdale	Dumfries.	Elion	Aberdeen.
Crailing	Roxburgh.	Drymen	Stirling.	Enzie	Banff.
Cramond	Edinburgh.	Duddingston (Landward).	Edinburgh.	Errol	Perth.
Cranshaws	Berwick.	*See Edinburgh.*		Erskine	Renfrew.
Cranston	Edinburgh.	Duffus	Elgin.	Eskdalemuir	Dumfries.
Crathie and Braemar	Aberdeen.	Duirinish	Inverness.	Ettrick	Selkirk.
Crawford	Lanark.	Dull	Perth.	Evie and Rendall	Orkney.
Crawfordjohn	"	Dumbarton (Burgh)	Dumbarton.	Ewes	Dumfries.
Creich	Fife.	Dumbarton (Landward).	"	Eyemouth	Berwick.
Creich	Sutherland.				
Crichton	Edinburgh.	Dumfries (Burgh)	Dumfries.	Fala and Soutra	Edinburgh.
Crieff	Perth.	Dumfries (Landward).	"	Falkirk (Burgh)	Stirling.
Crimond	Aberdeen.	Dun	Forfar.	Falkirk (Landward).	"
Cromarty	Ross.	Dunbar (Burgh)	Haddington.	Falkland	Fife.
Cromdale	Elgin.	Dunbar (Landward)	"	Farnell	Forfar.
Cross and Burness	Orkney.	Dunbarney	Perth.	Farr	Sutherland.
Crosshill	Ayr.	Dunblane & Lecropt	"	Fearn	Ross.
Crossmichael	Kirkcudbright.	Dunbog	Fife.	Fenwick	Ayr.
Croy and Dalcross	Inverness.	Dundee (Burgh)	Forfar.	Fern	Forfar.
Cruden	Aberdeen.	Dundee (Landward)	"	Ferry-port-on-Craig	Fife.
Cullen	Banff.	Dundonald	Ayr.	Fetlar	Shetland.
Culross	Fife.	Dunfermline (Burgh).	Fife.	Fettercairn	Kincardine.
Culsalmond	Aberdeen.	Dunfermline (Landward).	"	Fetteresso and Rickarton	"
Culter	Lanark.	Dunino	"	Findo Gask	Perth.
Cults	Fife.	Dunipace	Stirling.	Fintray	Aberdeen.
Cumbernauld	Dumbarton.	Dunkeld and Dowally.	Perth.	Fintry	Stirling.
Cumbrae	Bute.	Dunlichty	Inverness.	Firth and Stenness	Orkney.
Cumlodden	Argyll.	*See Daviot and Dunlichty.*		Fisk	Fife.
Cummertrees	Dumfries.	Dunlop	Ayr.	Flotta	Orkney.
Cupar (Burgh)	Fife.	Dunnet	Caithness.	*See Walls and Flotta.*	
Cupar (Landward)	"	Dunnichen	Forfar.	Fodderty	Ross
Currie	Edinburgh.	Dunning	Perth.	Fogo	Berwick.
Daily	Ayr.	Dunnottar	Kincardine.	Forbes	Aberdeen.
Dairsie	Fife.	Dunoon and Kilmun	Argyll.	*See Tullynessle and Forbes.*	
Dalarossie	Inverness.	Dunrossness	Shetland.	Fordoun	Kincardine
See Moy and Dalarossie.		Dunscore	Dumfries.	Fordyce	Banff.
Dalavich	Argyll.	Duns	Berwick.	Forfar (Burgh)	Forfar
See Kilchrenan and Dalavich.		Dunsyre	Lanark.	Forfar (Landward)	"
Dalcross	Inverness.	Durisdeer	Dumfries.	Forgan	Fife.
See Croy and Dalcross.		Durness	Sutherland.	Forgandenny	Perth.
Dalgety	Fife.	Durris	Kincardine.	Forglen	Banff.
Dalkeith (Town)	Edinburgh.	Duthill and Rothiemurchus.	Inverness.	Forgue	Aberdeen.
Dalkeith (Landward)	"	Dyce	Aberdeen.	Forres (Burgh)	Elgin.
Dallas	Elgin.	Dyke	Elgin.	Forres (Landward)	"
Dalmellington	Ayr.	Dysart (Burgh)	Fife.	Forteviot	Perth.
Dalmeny	Linlithgow.	Dysart (Landward)	Fife.	Fortingall	"
Dalry	Ayr.	*See Kirkcaldy and Dysart (Landward).*		Fortrose	Ross.
Dalry	Kirkcudbright.			*See Rosemarkie.*	
Dalrymple	Ayr.			Fossoway and Tullibole.	Kinross.
Dalserf	Lanark.				

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Parish or Burgh.	County.
Foula - - - *See Walls, &c.*	Shetland.
Foulden - - -	Berwick.
Foveran - - -	Aberdeen.
Fowlis Easter - -	Forfar.
Fowlis Wester -	Perth.
Fraserburgh - -	Aberdeen.
Friockheim - -	Forfar.
Fyvie - - -	Aberdeen.
Gairloch - - -	Ross.
Galashiels (Burgh) -	Selkirk.
Galashiels (Landward) - - -	"
Galston - - -	Ayr.
Gamrie - - -	Banff.
Gargunnock - -	Stirling.
Gartly - - -	Aberdeen.
Gartmore - - -	Perth.
Garvald - - -	Haddington.
Garvock - - -	Kincardine.
Gigha and Cara -	Argyll.
Girthon - - -	Kirkcudbright.
Girvan (Town) - -	Ayr.
Girvan (Landward) -	"
Gladsmuir - -	Haddington.
Glamis - - -	Forfar.
Glasgow (Burgh) -	Lanark.
Glass - - -	Aberdeen.
Glassary - - -	Argyll.
Glasserton - -	Wigtown.
Glassford - - -	Lanark.
Glenaray - - -	Argyll.
Glenbervie - -	Kincardine.
Glenbucket - -	Aberdeen.
Glencairn - - -	Dumfries.
Glencorse - - -	Edinburgh.
Glendevon - -	Perth.
Glenelg - - -	Inverness.
Glengairn - - -	Aberdeen.
Glengarry - - -	Inverness.
Glenholm - - - *See Kilbucho, Broughton and Glenholm.*	Peebles.
Glenisla - - -	Forfar.
Glenluce - - - *See Old Luce.*	Wigtown.
Glenmoriston - - *See Urquhart and Glenmoriston.*	Inverness.
Glenmuick and Tullich.	Aberdeen.
Glenorchy and Inishail.	Argyll.
Glenrinnes - -	Banff.
Glenshiel - - -	Ross.
Glentanner - - *See Aboyne and Glentanner.*	Aberdeen.
Golspie - - -	Sutherland.
Gordon - - -	Berwick.
Gourock - - -	Renfrew.
Govan - - -	Lanark.
Graemsay - - - *See Hoy and Graemsay.*	Orkney.
Grange - - -	Banff.
Grangemouth - -	Stirling.
Greenlaw - - -	Berwick.
Greenock (Burgh) -	Renfrew.
Greenock, East Parish (Landward), including Port Glasgow (Landward).	"
Greenock, West Parish (Landward).	"
Gretna or Graitney -	Dumfries.
Guthrie - - -	Forfar.
Haddington (Burgh)	Haddington.

Parish or Burgh.	County.
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Halkirk - - -	Caithness.
Hamilton (Burgh) -	Lanark.
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Harray and Birsay -	Orkney.
Harris - - -	Inverness.
Hawick (Burgh) -	Roxburgh.
Hawick (Landward)	"
Heriot - - -	Edinburgh.
Hobkirk - - -	Roxburgh.
Hoddam - - -	Dumfries.
Holm - - -	Orkney.
Holywood - - -	Dumfries.
Houston and Kilallan.	Renfrew.
Hownam - - -	Roxburgh.
Hoy and Graemsay -	Orkney.
Humbie - - -	Haddington.
Hume and Stichill -	Berwick.
Huntly - - -	Aberdeen.
Hutton - - -	Berwick.
Hutton and Corrie -	Dumfries.
Inch - - - -	Wigtown.
Inchinnan - -	Renfrew.
Inchture - - -	Perth.
Inishail - - - *See Glenorchy and Inishail.*	Argyll.
Innerleithen - -	Peebles.
Innerwick - -	Haddington.
Innerwick(Glenlyon)	Perth.
Insch - - - -	Aberdeen.
Insh - - - -	Inverness.
Inveraray (Burgh) - *See Glenaray.*	Argyll.
Inverarity - -	Forfar.
Inveravon - -	Banff.
Inverchaolain - -	Argyll.
Invereak (Landward)	Edinburgh.
Invergowrie - - *See Liff, &c.*	Forfar.
Inverkeilor - -	"
Inverkeithing - -	Fife.
Inverkeithny - -	Banff.
Inverkip - - -	Renfrew.
Inverness (Burgh) -	Inverness.
Inverness (Landward).	"
Inverurie - - -	Aberdeen.
Irongray - - -	Kirkcudbright.
Irvine (Burgh) -	Ayr.
Irvine (Landward) -	"
Jedburgh (Burgh) -	Roxburgh.
Jedburgh (Landward).	"
Johnstone - -	Dumfries.
Jura - - - -	Argyll.
Kearn - - - *See Auchindoir and Kearn.*	Aberdeen.
Keig - - - -	"
Keir - - - -	Dumfries.
Keiss - - -	Caithness.
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Keithhall and Kinkell.	Aberdeen.
Kells - - -	Kirkcudbright.
Kelso - - -	Roxburgh.
Kelton - - -	Kirkcudbright.
Kemback - - -	Fife.
Kemnay - - -	Aberdeen.

Parish or Burgh.	County.
Kenmore - - -	Perth.
Kennethmont - -	Aberdeen.
Kennoway - -	Fife.
Kettins - - -	Forfar.
Kettle - - -	Fife.
Kilbarchan - -	Renfrew.
Kilbirnie - - -	Ayr.
Kilbrandon and Kilchattan - - -	Argyll.
Kilbride - - - *See Kilmore and Kilbride.*	"
Kilbride - - -	Bute.
Kilbucho, Broughton and Glenholm	Peebles.
Kilcalmonell - -	Argyll.
Kilchattan - - *See Kilbrandon and Kilchattan.*	"
Kilchenzie - - *See Killean and Kilchenzie.*	"
Kilchoman - -	"
Kilchrenan and Dalavich.	"
Kilconquhar - -	Fife.
Kildalton - - -	Argyll.
Kildonan - - -	Sutherland
Kildrummy - -	Aberdeen.
Kilfinan - - -	Argyll.
Kilfinichen and Kilvickeon.	"
Killallan - - - *See Houston and Killallan.*	Renfrew.
Killarrow and Kilmeny.	Argyll.
Killean and Kilchenzie.	"
Killearn - - -	Stirling.
Killearnan - -	Ross.
Killin - - -	Perth.
Kilmadock - -	"
Kilmacolm - -	Renfrew.
Kilmallie - - -	Inverness.
Kilmany - - -	Fife.
Kilmarnock (Burgh)	Ayr.
Kilmarnock (Landward).	"
Kilmaronock - -	Dumbarton.
Kilmartin - -	Argyll.
Kilmaurs - - -	Ayr.
Kilmelford - - *See Kilninver and Kilmelford.*	Argyll.
Kilmeny - - - *See Killarrow and Kilmeny.*	"
Kilmodan - - -	"
Kilmonivaig - -	Inverness.
Kilmorack - -	"
Kilmorich - -	Argyll.
Kilmore and Kilbride.	"
Kilmore - - - *See Kilninian and Kilmore.*	"
Kilmory - - -	Bute.
Kilmuir - - -	Inverness.
Kilmuir Easter -	Ross.
Kilmun - - - *See Dunoon and Kilmun.*	Argyll.
Kilninian and Kilmore.	"
Kilninver and Kilmelford.	"
Kilrenny - - -	Fife.
Kilspindie - -	Perth.
Kilsyth (Town) -	Stirling.
Kilsyth (Landward)	"
Kiltarlity - - -	Inverness
Kiltearn - - -	Ross.

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Parish or Burgh.	County.
Kilvickeon - - *See Kilfinichen and Kilvickeon.*	Argyll.
Kilwinning - -	Ayr.
Kincardine - - *See Abernethy and Kincardine.*	Inverness.
Kincardine - -	Perth.
Kincardine - -	Ross.
Kincardine O'Neil -	Aberdeen.
Kinclaven - -	Perth.
Kinfauns - -	"
Kingarth - - -	Bute.
King Edward - -	Aberdeen.
Kinghorn - - -	Fife.
Kingissie - - -	"
Kingoldrum - -	Forfar.
Kingsbarns - -	Fife.
Kingussie - - -	Inverness.
Kinfinmonth - -	Aberdeen.
Kinkell - - - *See Keithhall and Kinkell.*	"
Kinloch - - - *See Lethendy and Kinloch.*	Perth.
Kinloch-Luichart -	Ross.
Kinloch-Rannoch -	Perth.
Kinloss - - -	Elgin.
Kinnaird - - -	Perth.
Kinneff and Catterline.	Kincardine.
Kinnell - - -	Forfar
Kinnellar - - -	Aberdeen.
Kinnettles - -	Forfar.
Kinnoull - - -	Perth.
Kinross - - -	Kinross.
Kintail - - -	Ross.
Kintore - - -	Aberdeen.
Kippen - - -	Stirling.
Kirkbean - - -	Kirkcudbright.
Kirkcaldy (Burgh) -	Fife.
Kirkcaldy and Dysart (Landward).	"
Kirkcolm - - -	Wigtown.
Kirkconnel - -	Dumfries.
Kirkcowan - -	Wigtown.
Kirkcudbright - -	Kirkcudbright.
Kirkden - - -	Forfar.
Kirkgunzeon - -	Kirkcudbright.
Kirkhill - - -	Inverness.
Kirkhope - - -	Selkirk.
Kirkinner - - -	Wigtown.
Kirkintilloch (Town)	Dumbarton.
Kirkintilloch (Landward).	"
Kirkliston - -	Linlithgow.
Kirkmabreck - -	Kirkcudbright.
Kirkmahoe - -	Dumfries.
Kirkmaiden - -	Wigtown.
Kirkmichael - -	Ayr.
Kirkmichael - -	Banff.
Kirkmichael - -	Dumfries.
Kirkmichael - -	Perth.
Kirknewton and East Calder.	Edinburgh.
Kirkoswald - -	Ayr.
Kirkpatrick-Durham	Kirkcudbright.
Kirkpatrick-Fleming	Dumfries.
Kirkpatrick-Juxta -	"
Kirkton - - - *See Cavers.*	Roxburgh.
Kirkurd - - -	Peebles.
Kirkwall (Burgh) -	Orkney.
Kirkwall (Landward) and St. Ola.	"
Kirriemuir - -	Forfar.
Knockando - -	Elgin.
Knockbain - -	Ross.
Lady - - - -	Orkney.
Ladykirk - - -	Berwick.
Laggan - - -	Inverness.
Lairg - - - -	Sutherland.
Lamington - - *See Wandell and Lamington.*	Lanark.
Lanark (Burgh) -	"
Lanark (Landward) -	"
Langholm - - -	Dumfries.
Langton - - -	Berwick.
Larbert - - -	Stirling.
Largo - - - -	Fife.
Largoward - - -	"
Largs - - - -	Ayr.
Larkhall - - -	Lanark.
Lasswade - - -	Edinburgh.
Latheron - - -	Caithness.
Lauder - - -	Berwick.
Laurencekirk - -	Kincardine.
Leadhills - - -	Lanark.
Lecropt - - - *See Dunblane and Lecropt.*	Perth.
Legerwood - -	Berwick.
Leith (Burgh) - -	Edinburgh.
Leith (Landward) - *See Edinburgh.*	"
Leochel-Cushnie -	Aberdeen.
Lerwick - - -	Shetland.
Lesalie - - -	Aberdeen.
Lesalie - - -	Fife.
Lesmahagow - -	Lanark.
Leswalt - - -	Wigtown.
Lethendy and Kinloch.	Perth.
Lethnot and Navar - *See Navar and Lethnot.*	Forfar.
Leuchars - - -	Fife.
Levern - - -	Renfrew.
Libberton - - -	Lanark.
Liberton - - -	Edinburgh.
Liff, Benvie and Invergowrie.	Forfar.
Lilliesleaf - - -	Roxburgh.
Linlithgow (including Burgh).	Linlithgow.
Linton - - -	Roxburgh.
Lintrathen - -	Forfar.
Lismore and Appin -	Argyll.
Little Dunkeld -	Perth.
Livingstone - -	Linlithgow.
Lochalsh - - -	Ross.
Lochbroom - - -	"
Lochcarron - - -	"
Lochgelly - - -	Fife.
Lochgilphead - -	Argyll.
Lochgoilhead and Kilmorich.	"
Lochlee - - -	Forfar.
Lochmaben - -	Dumfries.
Lochrutton - -	Kirkcudbright.
Lochs - - - -	Ross.
Lochwinnoch - -	Renfrew.
Logie - - - -	Fife.
Logie - - - -	Stirling.
Logiealmond - -	Perth.
Logie Buchan - -	Aberdeen.
Logie Coldstone -	"
Logie Easter - -	Ross.
Logie Pert - -	Forfar.
Logierait - - -	Perth.
Logie Wester - - *See Urquhart and Logie Wester.*	Ross.
Longforgan - -	Perth.
Longformacus - -	Berwick.
Longside - - -	Aberdeen.
Lonmay - - -	"
Loth - - - -	Sutherland.
Loudoun - - -	Ayr.
Lumphanan - -	Aberdeen.
Luman - - -	Forfar.
Lundie - - -	"
Lunnasting - - *See Nesting, &c.*	Shetland.
Luss - - - -	Dumbarton.
Lyne and Megget -	Peebles.
Maderty - - -	Perth.
Mains and Strathmartine.	Forfar.
Makerstoun - -	Roxburgh.
Manor - - -	Peebles.
Markinch - - -	Fife.
Marnoch - - -	Banff.
Maryculter - -	Kincardine.
Maryhill - - -	Lanark.
Marykirk - - -	Kincardine.
Maryton - - -	Forfar.
Mauchline - -	Ayr.
Maxton - - -	Roxburgh.
Maybole - - -	Ayr.
Mearns - - -	Renfrew.
Megget - - - *See Lyne and Megget.*	Peebles.
Meigle - - -	Perth.
Meldrum - - -	Aberdeen.
Melrose - - -	Roxburgh.
Menmuir - - -	Forfar.
Mertoun - - -	Berwick.
Methlick - - -	Aberdeen.
Methven - - -	Perth.
Mid-Calder - -	Edinburgh.
Middlebie - - -	Dumfries.
Midmar - - -	Aberdeen.
Millbrex - - -	"
Minnigaff - - -	Kirkcudbright.
Minto - - - -	Roxburgh.
Mochrum - - -	Wigtown.
Moffat - - - -	Dumfries.
Moneydie - - -	Perth.
Monifieth - - -	Forfar.
Monikie - - -	"
Monimail - - -	Fife.
Monkton and Prestwick	Ayr.
Monquhitter - -	Aberdeen.
Montrose (Burgh) -	Forfar.
Montrose (Landward).	"
Monymusk - -	Aberdeen.
Monzievaird and Strowan.	Perth.
Moonzie - - -	Fife.
Mordington - -	Berwick.
Morebattle - -	Roxburgh.
Morham - - -	Haddington.
Mortlach - - -	Banff.
Morton - - -	Dumfries.
Morvern - - -	Argyll.
Moulin - - -	Perth.
Mouswald - -	Dumfries.
Moy and Dalarossie -	Inverness.
Muckairn - - - *See Ardchattan and Muckairn.*	Argyll.
Muckart - - -	Perth.
Mulravonside - -	Stirling.
Muirkirk - - -	Ayr.
Murroes - - -	Forfar.
Musselburgh (Burgh)	Edinburgh.
Muthill - - -	Perth.
Nairn (Burgh) - -	Nairn.
Nairn (Landward) -	"
Navar and Lethnot	Forfar.
Neilston - - -	Renfrew
Nenthorn - - -	Berwick.
Nesting, Lunnasting, Whalsay and Skerries.	Shetland.
Nevay - - - - *See Eassie and Nevay.*	Forfar.
New Abbey - -	Kirkcudbright
Newbattle - -	Edinburgh.
Newburgh - -	Fife.
Newburn - - -	"
New Byth - - -	Aberdeen.

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Parish or Burgh	County.
New Cumnock	Ayr.
New Deer	Aberdeen.
Newhills	"
Newlands	Peebles.
New Luce	Wigtown.
New Machar	Aberdeen.
New Monkland	Lanark.
New or East Kilpatrick.	Dumbarton.
New Pitaligo.	Aberdeen.
New Spynie	Elgin.
Newton	Edinburgh.
Newton - on - Ayr (Landward). *See St. Quivox.*	Ayr.
Newtyle	Forfar.
Nigg	Kincardine.
Nigg	Ross.
North Berwick	Haddington.
North Bute and Rothesay (Landward).	Bute.
North Knapdale	Argyll.
Northmavine	Shetland.
North Ronaldshay	Orkney.
North Uist	Inverness.
Oathlaw	Forfar.
Oban (Burgh)	Argyll.
Ochiltree	Ayr.
Old Cumnock	"
Old Deer	Aberdeen.
Oldhamstocks	Haddington.
Old Luce or Glenluce	Wigtown.
Old Machar	Aberdeen.
Old Monkland	Lanark.
Old or West Kilpatrick.	Dumbarton.
Olrig	Caithness.
Ord *See Banff (Ld).*	Banff.
Ordiquhill	"
Ormiston	Haddington.
Oronsay *See Colonsay and Oronsay.*	Argyll.
Orphir	Orkney.
Orwell	Kinross.
Oxnam	Roxburgh.
Oyne	Aberdeen.
Paisley (Burgh)	Renfrew.
Paisley (Landward)	"
Panbride	Forfar.
Papa *See Walls, &c.*	Shetland.
Papa Westray *See Westray and Papa Westray.*	Orkney.
Parton	Kirkcudbright.
Peebles	Peebles.
Pencaitland	Haddington.
Penicuik	Edinburgh.
Penninghame	Wigtown.
Penpont	Dumfries.
Persie	Perth.
Perth (Burgh)	"
Perth, East Parish (Landward).	"
Peterculter	Aberdeen.
Peterhead (Burgh)	"
Peterhead (Landward).	"
Pettinain	Lanark.
Petty	Inverness.
Pitaligo	Aberdeen.
Pittenweem	Fife.
Polwarth	Berwick.
Port Glasgow (Burgh)	Renfrew.
Port Glasgow (Landward), *united to East Parish, Greenock.*	Renfrew.
Portmoak	Kinross.
Portobello (Burgh) *See Edinburgh.*	Edinburgh.
Port of Monteith	Perth.
Portpatrick	Wigtown.
Portree	Inverness.
Premnay	Aberdeen.
Preston *See Bunkle and Preston.*	Berwick.
Prestonkirk	Haddington.
Prestonpans	"
Prestwick *See Monkton and Prestwick.*	Ayr.
Queensferry (Burgh) *See Dalmeny.*	Linlithgow.
Rafford	Elgin.
Rathen	Aberdeen.
Ratho	Edinburgh.
Rathven	Banff.
Rattray	Perth.
Rayne	Aberdeen.
Reay	Caithness.
Redgorton	Perth.
Rendall *See Evie and Rendall.*	Orkney.
Renfrew (Burgh)	Renfrew.
Renfrew (Landward)	"
Rerrick	Kirkcudbright.
Rescobie	Forfar.
Resolis	Ross.
Rhynd	Perth.
Rhynie	Aberdeen.
Riccarton	Ayr.
Rickarton *See Fetteresso and Rickarton.*	Kincardine.
Roberton *See Wiston and Roberton.*	Lanark.
Roberton	Roxburgh.
Rogart	Sutherland.
Rosemarkie	Ross.
Roseneath	Dumbarton.
Rosskeen	Ross.
Rothes	Elgin.
Rothesay (Burgh)	Bute.
Rothesay (Landward) *See North Bute.*	"
Rothiemay	Banff.
Rothiemurchus *See Duthill and Rothiemurchus.*	Inverness.
Rousay and Egilshay	Orkney.
Row	Dumbarton.
Roxburgh	Roxburgh.
Rutherglen(including Burgh.)	Lanark.
Ruthven	Forfar.
Ruthwell	Dumfries.
Saddell and Skipness	Argyll.
St. Andrew's and Deerness.	Orkney.
St. Andrews (Burgh)	Fife.
St. Andrews (Land.)	"
St. Andrew's Lhanbryd.	Elgin.
St. Boswell's	Roxburgh.
St. Cyrus	Kincardine.
St. Fergus	Aberdeen.
St. Madoes	Perth.
St. Martin's	"
St. Monance	Fife.
St. Mungo	Dumfries.
St. Ninian's	Stirling.
St. Ola *See Kirkwall and St. Ola (Land.)*	Orkney.
St. Quivox (Land.) and Newton-on-Ayr (Land.)	Ayr.
Salen	Argyll.
Saline	Fife.
Salton	Haddington.
Sandness *See Walls, &c.*	Shetland.
Sandsting and Aithsting.	"
Sandwick	Orkney.
Sanquhar	Dumfries.
Savoch	Aberdeen.
Scone	Perth.
Scoonie	Fife.
Selkirk (Burgh)	Selkirk.
Selkirk (Landward)	"
Shapansey	Orkney.
Shettleston	Lanark.
Sheuchan	Wigtown.
Shotts	Lanark.
Sibbaldbie *See Applegarth and Sibbaldbie.*	Dumfries.
Skelmorlie	Ayr
Skene	Aberdeen.
Skipness *See Saddell and Skipness.*	Argyll.
Skirling	Peebles.
Slains	Aberdeen.
Slamannan	Stirling.
Sleat	Inverness.
Smailholm	Roxburgh.
Small Isles	Inverness.
Snizort	"
Sorbie	Wigtown.
Sorn	Ayr.
Southdean	Roxburgh.
Southend	Argyll.
South Knapdale	"
South Ronaldshay and Burray.	Orkney.
South Uist	Inverness.
Southwick *See Colvend and Southwick.*	Kirkcudbright.
South Yell *See Mid and South Yell.*	Shetland.
Speymouth	Elgin.
Spott	Haddington.
Springburn	Lanark.
Springfield	Fife.
Sprouston	Roxburgh.
Stair	Ayr.
Stenness *See Firth and Stenness.*	Orkney.
Stenscholl	Inverness.
Stenton	Haddington.
Stevenston	Ayr.
Stewarton	"
Stichill *See Hume and Stichill.*	Berwick.
Stirling (Burgh)	Stirling.
Stobhill	Edinburgh.
Stobo	Peebles.
Stonehaven *Included partly in Dunnottar and partly in Fetteresso.*	Kincardine
Stonehouse	Lanark.
Stoneykirk	Wigtown.
Stornoway	Ross.
Stow	Edinburgh.
Stracathro	Forfar

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Parish or Burgh.	County.
Strachan	Kincardine.
Strachur	Argyll.
See Strulachlan and Strachur.	
Straiton	Ayr.
Strulachlan and Strachur.	Argyll.
Stranraer (Burgh)	Wigtown.
Strath	Inverness.
Strathblane	Stirling.
Strathlon	Aberdeen.
Strathmartine	Forfar.
See Mains and Strathmartine.	
Strathmiglo	Fife.
Strichen	Aberdeen.
Stromness	Orkney.
Stronsay	"
Stroutian	Argyll.
Swinton	Berwick.
Symington	Ayr.
Symington	Lanark.
Tain	Ross.
Tannadice	Forfar.
Tarbat	Ross.
Tarbert	Argyll.
Tarbolton	Ayr.
Tarland	Aberdeen.
Tarves	"
Tealing	Forfar.
Temple	Edinburgh.
Tenandry	Perth.
Terregles	Kirkcudbright.
Teviothead	Roxburgh.
Thankerton	Lanark.
See Covington and Thankerton.	
Thurso	Caithness.
Tibbermore	Perth.
Tillicoultry	Clackmannan.
Tingwall, Whiteness and Weisdale	Shetland.
Tinwald	Dumfries.
Tongland	Kirkcudbright.
Tongue	Sutherland.
Torosay	Argyll.
Torphichen	Linlithgow.
Torryburn	Fife.
Torthorwald	Dumfries.
Tough	Aberdeen.
Towie	"
Tranent	Haddington
Traquair	Peebles.
Trinity Gask	Perth.
Troqueer	Kirkcudbright.
Trossachs	Perth.
Tullialian	Fife.
Tullich	Aberdeen.
See Glenmuick and Tullich.	
Tulliebole	Kinross
See Fossoway and Tulliebole.	
Tullynessle and Forbes	Aberdeen.
Tundergarth	Dumfries.
Turriff	Aberdeen.
Tweedsmuir	Peebles.
Twynholm	Kirkcudbright.
Tyninghame	Haddington.
See Whitekirk and Tyninghame.	
Tynron	Dumfries.
Tyree	Argyll.
Tyrie	Aberdeen.
Udny.	"
Uig	Ross.
Unst	Shetland.
Uphall	Linlithgow.
Urquhart	Elgin.
Urquhart and Glenmoriston.	Inverness.
Urquhart and Logie Wester.	Ross.
Urr	Kirkcudbright.
Urray	Ross.
Walls, Sandness, Papa and Foula	Shetland.
Walls and Flotta	Orkney.
Walston	Lanark.
Wamphray	Dumfries.
Wandell and Lamington.	Lanark.
Watten	Caithness.
Weem	Perth.
Weisdale	Shetland.
See Tingwall, &c.	
Wemyss	Fife.
West Calder	Edinburgh
Westerkirk	Dumfries.
West Kilbride	Ayr.
West Linton	Peebles.
Westray and Papa Westray.	Orkney.
Westruther	Berwick.
Whalsay	Shetland.
See Nesting, &c.	
Whitburn	Linlithgow
Whitekirk and Tyninghame	Haddington
Whiteness	Shetland.
See Tingwall, &c.	
Whithorn	Wigtown.
Whiteome	Berwick.
Whittinghame	Haddington
Wick (Burgh)	Caithness.
Wick (Landward)	"
Wigtown	Wigtown.
Wilton	Roxburgh.
See Hawick.	
Wiston and Roberton	Lanark.
Yarrow	Selkirk.
Yell	Shetland.
Yester	Haddington
Yetholm	Roxburgh.
Ythan Wells	Aberdeen.

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VOLUNTARY SCHOOLS.

(Arranged in COUNTIES) with the NAMES and ADDRESSES of the OFFICIAL CORRESPONDENTS.

NOTE.—Ch. or G.A. denotes that the School is in connexion with the *Established Church of Scotland*; U.F.C., with the *United Free Church*; E., with the *Episcopal Church*; R.C., with the *Roman Catholic Church*.

Name of School.	Correspondent.	Postal Address.
ABERDEEN.		
Aberdeen (Burgh), Deaf and Dumb Institution.	A. Edmond, Jun.	229, Union Street, Aberdeen.
Aberdeen (Burgh), Normal U.F.C. S.	G. C. Fraser	U.F.C. Training College, Charlotte Street, Aberdeen.
Aberdeen (Burgh), Normal U.F.C. Higher Grade S.		
Aberdeen (Burgh), C. of S. Practising S.	G. A. Simpson	9, Golden Square, Aberdeen.
Aberdeen (Burgh), C. of S. Practising Higher Grade S.		
Aberdeen, Queen's Cross R.C.S.	Madame Walpole.	Convent of the Sacred Heart, Queen's Cross, Aberdeen.
Aberdeen (Burgh), St. Andrew's E.S.	J. Taylor	245, Union Street, Aberdeen.
Aberdeen (Burgh), Cathedral R.C.S.	Rev. J. C. Meany	St. Mary's Cathedral, Aberdeen.
Aberdeen (Burgh), St. Margaret's Mission E.S.	Rev. G. E. W. Holmes.	51, Elmbank Terrace, Aberdeen.
Aberdeen (Burgh), St. Peter's R.C.S.	Rev. A. Grant	St. Peter's Rectory, Justice Street, Aberdeen.
Cluny, Corennie, Lady Gordon Cathcart's Female S.	W. Nicol (*Int.*)	Ordhead, Aberdeen.
Cluny, U.F.C.S.	H. Littlejohn	Upper Sauchen, Sauchen, Aberdeen.
Crathie and Braemar, Braemar St. Andrew's R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Crathie and Braemar, Crathie Side S.	J. B. Macdiarmid	Estates Office, Balmoral Castle, Aberdeenshire.
Crathie and Braemar, Inverey District Ch. S.	Rev. W. Gordon	Braemar, Aberdeenshire.
Crathie and Braemar, Inverey R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Cruden, Erroll E.S.	Rev. J. Strachan	Cruden Rectory, Port Erroll, Aberdeenshire.
Culsalmond, Tillymorgan E.S.	Rev. A. Macpherson.	Tillymorgan Rectory, Rothie Norman, Aberdeenshire.
Forgue E.S.	G. Winton	Kirkton Cottage, Forgue, Huntly.
Fraserburgh Female Industrial Ch. S.	J. M. Anderson	Broad Street, Fraserburgh.
Fraserburgh, St. Peter's E.S.	Rev. H. Fyfe	The Rectory, Fraserburgh.
Fyvie, St. Katherine Female Ch. S.	Rev. A. J. Milne, LL.D.	Fyvie, Aberdeenshire.

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Name of School.	Correspondent.	Postal Address.
ABERDEEN—*cont.*		
Huntly, R.C.S. - - -	Rev. C. Macdonald.	St. Margaret's, Huntly.
Inverurie, St. Mary's E.S. -	Rev. R. Ritchie (*Int.*)	St. Mary's Rectory, Inverurie.
Millbrex District Ch. S. -	Rev. C. Giles -	The Manse, Millbrex, Fyvie Aberdeenshire.
New Deer, Bonnykelly S. -	J. Adie - -	Bonnykelly, Aberdeen.
New Pitsligo, St. John's E.S.	Rev. E. J. Petrie	Denburn House, New Pitsligo, Aberdeen.
Peterhead, St. Peter's E.S. -	R. Gray - -	Peterhead.
Strichen, All Saints E.S. -	Rev. W. S. B. Petrie.	The Parsonage, Strichen, Aberdeenshire.
Tyrie, Boyndlie E.S. - -	Rev. W. S. B. Petrie.	The Parsonage, Strichen, Aberdeenshire.
ARGYLL.		
Acharacle, Mingarry R.C.S. (See under Inverness.)		
Campbeltown (Burgh), St. Kieran's R.C.S.	Rev. J. Macdonald.	St. Kieran's R.C. Church, Campbeltown.
Dunoon and Kilmun, St. Mun's R.C.S.	Rev. J. Mac-Elmail.	Dunoon.
Lismore and Appin, Carnock, Glencoe, St. Mary E.S.	Rev. A. S. Mac-Innes.	The Rectory, Glencoe, Argyllshire.
Lismore and Appin, South Ballachulish, St. John's E.S.	Mrs. M. E. Macdonald.	St. John's Rectory, Ballachulish, R.S.O., Argyllshire.
Oban (Burgh) R.C.S. - -	Right Rev. Bishop Smith (*Int.*)	Bishop's House, Oban.
,, ,, St. John's E.S.	Mrs. E. Baily	1, Victoria Crescent, Oban.
AYR.		
Ardrossan, Saltcoats R.C.S.	Rev. F. Cronin	R.C. Presbytery, Saltcoats.
Auchinleck, St. Patrick's R.C.S. - - - -	Very Rev. J. A. O'Neill	Birnieknowe, Auchinleck, Ayrshire.
Ayr (Burgh) E.S. - - -	Rev. J. V. Hammond.	43, Park Circus, Ayr.
Ayr (Burgh), St. Margaret's R.C.S.	Very Rev. D. Canon Collins.	St. Margaret's, Ayr.

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Name of School.	Correspondent.	Postal Address.
AYR—*cont.*		
Dailly, Wallacetown Works S.	W. G. Wilson -	Dalquharran Colliery, Dailly, Ayrshire.
Dalmellington R.C.S. - -	Rev. T. A. Hayes	Waterside, Dunaskin, Ayrshire.
Dundonald, Troon, St. Patrick's R.C.S.	Rev. J. Brady -	Catholic Church, Troon.
Galston, St. Sophia R.C.S.	Rev. J. Hogan -	Galston, Ayrshire.
Girvan (Town), Sacred Heart R.C.S.	Miss B. Flood -	Ailsa Street, Girvan.
Irvine (Burgh) R.C.S. - -	Rev. F. Letters	St. Mary's, Irvine.
Kilbirnie Female Industrial S.	Rev. H. R. Buchan.	The Manse, Kilbirnie, Ayrshire.
„ St. Bridget's R.C.S. -	Rev. T. Hopwell	St. Bridget's Roman Catholic Church, Kilbirnie, Ayrshire.
Kilmarnock (Burgh) R.C.S. -	Very Rev. J. J. Canon Sheehy	St. Joseph's, Kilmarnock.
Kilmaurs, Crosshouse, St. Mary's R.C.S.	Very Rev. J. J. Canon Sheehy	St. Joseph's, Kilmarnock.
Kilwinning, St. Winning's R.C.S.	Rev. W. C. Brown	St. Palladius, Dalry, Ayrshire.
Largs, St. Mary's R.C.S. -	Rev. P. A. McCarthy.	Catholic Church, Largs, Ayrshire.
Loudoun, Newmilns, Lady Flora's S.	Hendrie and Cunningham.	Union Bank, Galston, Ayrshire.
Maybole, St. Cuthbert's R.C.S.	Rev. P. McDaniel	Mount St. Cuthbert, Maybole.
Muirkirk, St. Thomas R.C.S.	Rev. L. Puissant	Loretto Villa, Muirkirk, Ayrshire.
New Cumnock, R.C.S. -	D. W. Shaw -	County Buildings, Ayr.
Old Cumnock, R.C.S. -	D. W. Shaw -	County Buildings, Ayr.
Riccarton, Barleith S. - -	W. Pinkerton -	Glasgow and S.W. Railway, Hurlford, Ayrshire.
„ Hurlford, St. Paul's R.C.S.	Rev. J. Hogan -	St. Paul's, Hurlford, Ayrshire.
Skelmorlie, Meigle Ch. S. -	Rev. G. L. Pagan	The Manse, Largs, Ayrshire.
Stevenston, St. John's R.C.S.	Rev. W. Horgan	Stevenston, Ayrshire.
Tarbolton, St. Ann's R.C.S.	Rev. J. M. A. Cameron.	St. Ann's, Annbank Station, Ayr.
BANFF.		
Aberlour, Charlestown E.S. -	Rev. C. Jupp -	The Orphanage, Aberlour, Banffshire.
Banff (Burgh), St. Andrew's E.S.	T. Barton -	Seafield Street, Banff.
Fordyce, Portsoy Durn Road S.	J. Young - -	Seafield Street, Portsoy, Banffshire.
Inveravon, Ballindalloch Lady McPherson Grant's S.	P. Henderson	Marionburgh, Ballindalloch, Banffshire.
„ Chapeltown, (Glenlivet) R.C.S.	Rev. C. C. Mackenzie.	Chapeltown, Ballindalloch, Banffshire.
„ Tombae, St. Mary's R.C.S.	Rev. W. Stuart.	Tombae, Glenlivet, Ballindalloch, Banffshire.

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BANFF—*cont.*		
Keith R.C.S. -	Rev. J. Paul -	Chapel House, Keith.
Kirkmichael, Tomintoul R.C.S.	Rev. G. Nicol -	Tomintoul, Ballindalloch, Banffshire.
Marnoch, Aberchirder E.S. -	W. Milne (*int.*)	Main Street, Aberchirder, Banffshire.
Mortlach, Dufftown R.C.S. -	Rev. G. P. Shaw	Chapel House, Dufftown, Banffshire.
Rathven, Buckie, Lady Cathcart's Industrial E.S.	Rev. T. W. H. White.	The Parsonage, Buckie.
,, Buckie R.C.S. - -	Rev. J. McIntosh.	St. Peter's, Buckpool, Buckie.
BERWICK.		
Bunkle and Preston, Preston S.	Lady Home -	Bonkyl Lodge, Duns.
Earlston, Mellerstain S. -	H. A. Martin -	Mellerstain, Kelso.
BUTE.		
Kingarth, Mount Stewart R.C.S.	Rev. A. Macdonald	St. Andrew's, Rothesay.
Rothesay (Burgh), St. Andrew's R.C.S.	Rev. A. Macdonald	St. Andrew's, Rothesay.
CAITHNESS.		
Olrig Female S. - - -	Rev. A. H. Gillieson, B.D.	Manse of Olrig, Castletown, Thurso.
CLACKMANNAN.		
Alloa (Town) E.S. - -	A. P. Moir -	Bank Street, Alloa.
,, ,, St. Mungo's R.C.S.	Rev. J. O'Neill	Alloa.
Alva Infant S. - - -	T. Donaldson -	Holmfoot, Alva, Clackmannanshire.
DUMBARTON.		
Bonhill, Alexandria St. Mary's R.C.S.	Rev. M. McCabe	Chapel House, Alexandria, Dumbartonshire.
Cardross, Renton, St. Martin's R.C.S.	Rev. M. Jansen	Renton, Dumbarton.
Cumbernauld, Croy, Holy Cross R.C.S.	Rev. F. A. McCann - -	Croy House Croy, Glasgow.
Dumbarton (Burgh) R.C.S. -	Rev. H. Kelly -	Croftbank, Dumbarton.

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DUMBARTON—*cont.*		
Kirkintilloch (Town) R.C.S.	Rev. T. Delbeke	Kirkintilloch, Glasgow.
New Kilpatrick, Milngavie R.C.S.	Rev. D. O'Sullivan.	Chapel House, Milngavie, Glasgow.
Old Kilpatrick, Clydebank, Our Holy Redeemer's R.C.S.	Rev. J. Montgomery.	Clyde Street, Clydebank, Glasgow.
„ „ Duntocher, St. Mary's R.C.S.	Rev. B. Lynch -	St. Mary's, Duntocher, Glasgow.
Row, Helensburgh, St. Joseph's R.C.S.	Rev. A. Mackintosh.	St. Joseph's, Helensburgh.
„ „ Trinity E.S.	J. R. Harrison -	Croft House, Helensburgh.
DUMFRIES.		
Annan, St. Columba's R.C.S.	Very Rev. Lord A. Canon Douglas.	Annan.
Closeburn, Wallace Hall Academy.	J. C. R. Macdonald.	84, Irish Street, Dumfries.
Dumfries (Burgh), St. Andrew's R.C.S.	Rev. D. O'Brien	Bishop's House, Dumfries.
„ „ St. John's E.S.	Rev. F. C. Moir	St. John's Rectory, Dumfries.
Durrisdeer, Enterkinfoot S. -	J. R. Wilson -	Sanquhar, Dumfriesshire.
Morton, Carronbridge, Duke of Buccleuch's S.	J. H. Dickson -	Dabton, Thornhill.
Ruthwell Female Industrial S.	Rev. J. L. Dinwiddie	Ruthwell, Dumfriesshire.
Sanquhar, Mennoch Bridge, Duke of Buccleuch's S.	J. R. Wilson -	Sanquhar, Dumfriesshire.
„ Wanlockhead S. -	R. Strathern -	12, Charlotte Street South, Edinburgh.
EDINBURGH.		
Borthwick, Newlandrig Subscription S.	R. Smith	Gorebridge, Midlothian.
Cockpen, Bonnyrigg Girls' S.	J. R. Anderson -	48, Castle Street, Edinburgh.
Crichton, Pathhead, St. Mary's R.C.S.	Rev. F. W. Jerrard.	St. David's, Dalkeith.
Dalkeith (Town), St. David's R.C.S.	Rev. J. Head -	St. David's, Dalkeith.
Dalkeith (Town), St. Mary's E.S.	Rev. G. A. Cooke	Dalkeith.
Edinburgh (City), Abbeyhill E.S.	Rev. R. J. Mackay	19, Dalziel Place, Edinburgh.
Edinburgh (City), All Saints' E.S.	Rev. A. D. Murdoch.	All Saints' Parsonage, BroughamStreet, Edinburgh.
Edinburgh (City), C. of S. Normal Practising School Edinburgh (City), C. of S. Normal Practising Higher Grade S.	J. A. Trail, LL.D., W.S.	16, Chambers Street, Edinburgh.

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EDINBURGH—*cont.*		
Edinburgh (City), Deaf and Dumb Institution.	A. Scott - -	2, York Buildings, Edinburgh.
Edinburgh (City), Donaldson's Hospital Deaf Mute S.	R. C. Bell -	13, Hill Street, Edinburgh.
Edinburgh (City), Glen Street R.C.S.	Rev. J. Bader -	17, Lauriston Street, Edinburgh.
Edinburgh (City), James Gillespie's S.	A. Heron - -	14, Hanover Street, Edinburgh.
Edinburgh (City), James Gillespie's Higher Grade S.		
Edinburgh (City), Morningside, St. Teresa's R.C.S.	W. Considine, S.S.C.	2, Queen Street, Edinburgh.
Edinburgh (City), Normal and Model U.F.C.S.	A. Mackenzie -	Offices of the United Free Church, Edinburgh.
Edinburgh (City), Normal and Model U.F.C. Higher Grade S.		
Edinburgh, Portobello, St. John's R.C.S.	Rev. J. Donlevy	St. John's Church, Portobello.
Edinburgh (City), Practising E.S.	G. J. Wood -	14, Young Street, Edinburgh.
Edinburgh (City), Royal Blind S.	G. More - -	18, Hill Street, Edinburgh.
Edinburgh (City), St. Andrew's E.S.	J. R. Grant -	39, Frederick Street, Edinburgh.
Edinburgh (City), St. Ann's R.C.S.	Right Rev. Monsignor Canon Grady.	St. Patrick's, Edinburgh.
Edinburgh, (City) St. Columba's R.C.S.	Rev. G. Mullan-	9, Upper Gray Street, Edinburgh.
Edinburgh, (City) St. Cuthbert's R.C.S.	Rev. J. Forsyth	St. Cuthbert's Roman Catholic School, Slateford Road, Edinburgh.
Edinburgh (City), St. James' E.S.	J. R. Grant -	39, Frederick Street, Edinburgh.
Edinburgh (City), St. Margaret's, Easter Road Girls' and Infants' E.S.	Rev. H. Jones -	1, Brunswick Street, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Albany Street R.C.S.	Very Rev. A. Canon Stuart.	61, York Place, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Boys', York Lane R.C.S.	Very Rev. A. Canon Stuart.	61, York Place, Edinburgh
Edinburgh (City), St. Patrick's R.C.S.	Right Rev. Monsignor Canon Grady.	St. Patrick's, Edinburgn.
Edinburgh (City), St. Thomas of Aquin's Higher Grade R.C.S.	Miss M. A. Snow	St. Catherine's Convent, Lauriston Gardens, Edinburgh.
Kirknewton and East Calder, East Calder R.C.S.	Rev. T. M. Monaghan.	The Presbytery, Kilronan Park, East Calder.
Lasswade, Rosewell, St. Matthew's R.C.S.	Rev. D. Conway	Alpine Villa, Penicuik.
Lasswade, Loanhead, St. Margaret's R.C.S.	Rev. C. Murdoch	St. Margaret's, Loanhead, Midlothian.
Leith (Burgh), St. James' E.S.	Rev E. Hoernlé.	The Rectory, Leith.
" " St. Mary's R.C.S.	Rev. E. Callan -	St. Mary's Star of the Sea, Leith.

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EDINBURGH—*cont.*		
Liberton, Gilmerton, The Anderson Female S.	Rev. J. Christie, D.D.	Gilmerton, Liberton, Midlothian.
Musselburgh, Loretto R.C.S.	Rev. P. McGettigan.	The Presbytery, Musselburgh.
Musselburgh (Burgh), St. Peter's E.S.	Rev. T. Hannan, M.A.	Amisfield, Musselburgh.
Penicuik E.S. - - -	Rev. C. A. Elrington.	Penicuik.
„ R.C.S. - - -	Rev. D. Conway	Alpine Villa, Penicuik.
Ratho, Dalmahoy, St. Mary's E.S.	Rev. W. G. Bullock.	Dalmahoy, Kirknewton, Midlothian.
Temple, Toxside S. - -	Rev. J. W. Blake	Temple, Gorebridge, Midlothian.
West Calder R.C.S. - -	Rev. T. McDonna (*interim*)	West Calder, Midlothian.
ELGIN.		
Bellie, Fochabers, Milne's Institution S.	C. Gray - -	Fochabers.
Bellie, Fochabers, Milne's Institution Higher Grade S.		
Edinkillie, Conicavel Ch. S.	D. Scott - -	Darnaway, Forres.
„ Logie S. - -	R. Urquhart -	Forres.
„ Relugas Church S.	Rev. G. C. Watt	Manse of Edinkillie, Dunphail, Morayshire.
Elgin (Burgh), St. Sylvester's R.C.S.	Very Rev. G. Canon Wilson.	St. Sylvester's, Elgin.
Forres (Burgh), St. John's Industrial E.S.	Rev. Stair Douglas.	The Parsonage, Forres.
FIFE.		
Beath, Cowdenbeath, R.C.S.	Rev. J. A. Macintyre.	Cowdenbeath, Fife.
Burntisland (Burgh) E. S. -	Rev. H. Hardy -	St. Serf's, Burntisland.
Carnock Oakley, St. Margaret's R.C.S.	Rev. D. Robertson.	St. Margaret's, Dunfermline.
Dunfermline (Burgh), St. Margaret's R.C.S.	Rev. D. Robertson.	St. Margaret's, Dunfermline.
Lochgelly, R.C.S. - -	Rev. R. Hogan -	Roman Catholic Presbytery, Lochgelly Fifeshire.
FORFAR.		
Arbroath (Burgh), St. Thomas' R.C.S.	Rev. J. V. Macdonald.	St. Thomas', Arbroath.
Dundee (Burgh), Dudhope Bank Deaf and Dumb Institution.	D. Don - -	Dudhope Bank, 104, Commercial Street, Dundee.

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FORFAR—*cont.*		
Dundee (Burgh), Institution for the Blind.	E. Henderson -	10, Whitehall Street, Dundee.
Dundee (Burgh), Lochee E.S.	Rev. J. C. Cater	The Parsonage, Lochee, Dundee.
Dundee (Burgh), Lochee, St. Mary's R.C.S.	Very Rev. T. Canon Crumly.	St. Mary's, Lochee, Dundee.
Dundee (Burgh), St. Andrew's Boys' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Andrew's Girls' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Joseph's R.C.S.	Very Rev. J. Canon Holder.	Blackness Road, Dundee.
Dundee (Burgh), St. Martin's E.S.	Rev. G. M. Duncan.	17, William Street, Dundee.
Dundee (Burgh), St. Mary's R.C.S.	Very Rev. M. Canon Phelan	Powrie Place, Dundee.
Dundee (Burgh), St. Patrick's R.C.S.	Very Rev. P. Canon Butti.	12, South Erskine Street, Dundee.
Dundee (Burgh), St. Paul's E.S.	Rev. E. W. Millar.	St. Paul's Clergyhouse, Castlehill, Dundee.
Dundee (Burgh), St. Salvador's E.S.	Rev. G. M. Duncan.	17, William Street, Dundee.
Dundee (Burgh), Seafield Works, Half-Time S.	P. Ewart Jack	Seafield Works, Dundee.
Dundee (Burgh), Ward Mills S.	J. C. Buist -	Ward Mills, Dundee.
Kirriemuir, St. Mary's E.S.	Rev. J. A. Philip.	The Rectory, Kirriemuir.
HADDINGTON.		
Haddington, R.C.S. - -	Rev. F. Hoban	R. C. School, Haddington.
Tranent, St. Martin's R.C.S.	Rev. J. Joyce -	St. Martin's Presbytery, Tranent, Haddingtonshire.
INVERNESS.		
Acharacle, Mingarry R.C.S.	Rev. D. Mackintosh.	Mingarry, Moidart, Ardgour, Argyllshire.
Arisaig and Moidart:		
Arisaig Church School -	A. W. Nicolson	Arisaig House, Arisaig, Inverness-shire.
,, R.C.S.	Rev. J. Chisholm	St. Mary's, Arisaig, Fort William.
Boleskine and Abertarff, Fort Augustus R.C.S.	Rev. A. McDonell	The Abbey, Fort Augustus Inverness.
Boleskine and Abertarff, Whitebridge R.C.S.	Rev. A. McInnes	Chapel House, Stratherrick, Inverness-shire.
Inverness (Burgh), Cathedral Boys' E.S.	J. Ross - -	Queen's Gate Chambers, Inverness.
Inverness, Northern Counties Institute for the Blind.	D. Shaw - -	42, High Street, Inverness.

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INVERNESS—*cont.*		
Inverness (Burgh) R.C. Convent School.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh) R.C.S.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh), The Bishop's E.S.	Rev. H. B. Hamer	5, Ardross Terrace, Inverness.
Inverness (Landward), Highland Orphanage S.	R. Cook - -	53, Shore Street, Inverness.
Kilmallie, Fort William R.C.S.	Rev. A. Mackintosh.	Chapel House, Fort William.
,, North Ballachulish, St. Bride's E.S.	B. Chinnery-Haldane.	Onich R.S.O., Inverness-shire.
Kilmorack, Beauly R.C.S. -	Very Rev. J. Canon Cameron.	Beauly.
,, Marydale R.C.S.	Rev. D. C. Mackay	Marydale, Beauly.
Kiltarlity, Eskadale R.C.S.	Rev. D. A. Chisholm.	Eskadale, Beauly.
Small Isles, Rum Private S. -	A. Seath - -	White House, Isle of Rum, by Oban.
KINCARDINE.		
Banchory Ternan, Reid and Burnett Endowed Female S.	J. Merson - -	High Street, Banchory, Kincardineshire.
Bervie, Gordon's Female Ch. S.	Mrs. Farquhar -	Sunnyside, Reigate.
Dunnottar, Stonehaven E.S.	Rev. W. Leslie Christie.	The Parsonage, Stonehaven.
Fettercairn, Fasque S. - -	Miss M. Gladstone.	Fasque, Laurencekirk.
Kinneff and Catterline, Catterline E.S.	Rev. S. Stookes	Catterline, Stonehaven.
Laurencekirk E.S. - -	Rev. H. C. Bell	The Rectory, Laurencekirk.
Marykirk, Napier Memorial School	J. R. Findlay -	Solicitor, Montrose.
KINROSS.		
Orwell, Milnathort, Reid Memorial S.	Mrs. Reid -	Thomanean House, Milnathort, Kinross-shire.
KIRKCUDBRIGHT.		
Girthon, Rusko S. - -	The Hon. W. J. Hewitt.	St. Colme House, Aberdour, Fifeshire.
Kelton, Castle Douglas R.C.S.	Very Rev. J. Canon Duffy.	St. John's, Castle Douglas.
Kirkcudbright, Old Church S.	J. Wilkinson -	The Grange, Kirkcudbright.
,, R.C.S. - - -	Rev. J. McHardy	Chapel House, Kirkcudbright.
Kirkmabreck, Creetown, St. Joseph's R.C.S.	Rev. J. Roche -	St. Ninian's, Newton Stewart.
Urr, Dalbeattie R.C.S.	Rev. C. O'Malley	Dalbeattie.
LANARK.		
Airdrie (Burgh), Coatdyke R.C.S.	Rev. D. Collins.	Chapel House, Coatdyke, Airdrie.
Airdrie (Burgh), St. Margaret's R.C.S.	Rev. H. Van Stiphout.	Airdrie.
Avondale, Strathaven R.C.S.	Rev. D. J. Horgan	St. Patrick's Chapel House, Strathaven.

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LANARK—*cont.*		
Blantyre, St. Joseph's R.C.S.	Rev. T. Hackett, D.D.	Stonefield, Blantyre, Glasgow.
Bothwell, Carfin R.C.S. -	Rev. C. Webb -	Chapel House, Carfin, Motherwell.
,, Chapelhall R.C.S.	Rev. W. Carmichael.	Chapelhall, Airdrie.
,, Mossend R.C.S. -	Rev. B. Kenneally	Mossend, Lanarkshire.
,, Uddingston, St. John Baptist R.C.S.	Rev. A. Beyaert	R.C. Presbytery, Old Mill Road, Uddingston, Glasgow.
Calderhead, Shotts, St. Patrick's R.C.S.	Rev. P. Hilgers.	R. C. Presbytery, Shotts, Lanarkshire.
Cambuslang, Newton R.C.S.	Rev. L. de Meulenaere.	St. Charles' Presbytery, Newton, Glasgow.
,, St. Bride's R.C.S.	Rev. G. Stack -	St. Bride's, Cambuslang, Glasgow.
Cambusnethan, Newmains R.C.S.	Rev. J. Bird -	The Chapel House, Newmains, Lanarkshire.
,, Wishaw R.C.S.	Rev. J. Van Hecke.	The Rectory, Wishaw.
Carluke R.C.S. - - -	Rev. R. J. McCluskey	Carluke.
Clarkston, Longriggend R.C.S.	Rev. M. Ambrose	St. Mary's, Longriggend, Lanarkshire.
,, Whiterigg R.C.S.	Rev. J. P. Towie	St. David's, Whiterigg, Airdrie.
Dalziel, Craigneuk R.C.S. -	Rev. G. W. Ritchie.	Shieldmuir, Wishaw.
,, Motherwell R.C.S. -	Very Rev. J. Canon Taylor	Chapelhouse, Motherwell.
Glasgow, Bridgeton, Sacred Heart R.C.S.	Rev. M. Hughes	50, Old Dalmarnock Road, Glasgow.
,, Buchanan Institution.	R. Motherwell -	76, Armadale Street, Glasgow.
,, Calton, St. Mary's R.C.S.	Very Rev. J. J. Canon Dyer.	68, Abercromby Street, Glasgow.
,, Deaf and Dumb Institution	B. B. Macgeorge	24, George Square, Glasgow.
,, Garnethill Convent R.C.S.	Miss M. Curran	62, Hill Street, Garnethill, Glasgow.
,, Normal and Model U.F.C.S.	T. M. Morrison-	U.F.C. Training College, Cowcaddens Street, Glasgow.
,, Normal Practising G.A.S.	Professor Laurie LL.D.	C. of S. Training College, New City Road, Glasgow.
,, Our Lady and St. Francis R.C.S.	Very Rev. J. W. Canon McCarthy.	58, Charlotte Street, Glasgow.
,, Our Lady and St. Francis Higher Grade R.C.S.		
,, Parkhead, St. Michael's R.C.S.	Rev. E. P. Rogan, D.D.	St. Michael's, Parkhead, Glasgow.
,, Royal Asylum for the Blind.	J. Tasker - -	28, Bath Street, Glasgow.
,, St. Aloysius, Milton Street R.C.S.	Rev. W. Crofton	21, Dalhousie Street, Glasgow
,, St. Alphonsus R.C.S.	Rev. T. P. O'Reilly.	17, Great Hamilton Street, Glasgow.
,, St. Andrew's R.C.S.	Very Rev. J. W. Canon McCarthy.	St. Andrew's Cathedral, Great Clyde Street, Glasgow.
,, St. Ann's R.C.S.	Rev. T. Currie.	St. Ann's, Crownpoint Road, Glasgow.

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LANARK—*cont.*		
Glasgow, St. Columba's R.C.S.	Rev. E. Fitzgerald.	50, Windsor Terrace, St. George's Road, Glasgow.
„ St. Francis R.C.S.	Rev. A. McLaughlin	St. Francis Friary, Cumberland Street, Glasgow.
„ St. John's R.C.S.	Very Rev. J. B. Canon Macluskey.	90, Portugal Street, Glasgow.
„ St. Joseph's R.C.S.	Rev. A. Campbell.	40, North Woodside Road, Glasgow.
„ St. Luke's R.C.S.	Rev. P. Ryan -	St. Luke's, Govan Street, Glasgow.
„ St. Martin's R.C.S.	Rev. J. Mullin, D.D.	15, William Street, Anderston, Glasgow.
„ St. Mary's E.S. -	T. M. Stewart, LL.B.	173, St. Vincent Street, Glasgow.
„ St. Mungo's R.C.S.	Rev. C. Meagher	52, Parson Street, Glasgow.
„ St. Mungo's Academy R.C.S.	J. Currie - -	84, Henrietta Street, Glasgow.
„ St. Mungo's Academy Higher Grade R.C.S.		
„ St. Patrick's R.C.S.	Rev. J. Mullin, D.D.	St. Patrick's, Anderston, Glasgow.
„ Springburn, St. Aloysius R.C.S.	Rev. J. L. Murphy.	St. Aloysius Rectory, Springburn, Glasgow.
Govan, Dowanhill, R.C. Practising S.	Miss Lescher -	17, Victoria Circus, Dowanhill, Glasgow.
„ Dowanhill, Higher Grade R.C. Practising S.		
„ Govanhill, Holy Cross R.C.S.	Rev. W. P. O'Brien.	Devon Villa, Crosshill, Glasgow.
„ Kinning Park, Our Lady and St. Margaret's R.C.S.	Very Rev. D. A. Canon Mackintosh.	70, Stanley Street, Paisley Road, Glasgow.
„ Partick, St. Peter's R.C.S.	Rev. M. McNairney.	St. Peter's, Partick-hill, Glasgow.
„ St. Anthony's R.C.S.	Very Rev. G. Canon McBrearty.	St. Anthony's, Govan, Glasgow.
„ St. Saviour's R.C.S. -	Rev. E. de Backer.	St. Saviour's, South Avenue, Govan, Glasgow.
„ Whiteinch St. Paul's R.C.S.	Rev. A. Ooghe.	St. Paul's, Whiteinch, Glasgow.
Hamilton (Burgh) R.C.S. -	Rev. W. McAvoy.	Cadzow Street, Hamilton.
Hamilton (Landward), Burnbank R.C.S.	Rev. D. Brown.	St. Cuthbert's, Burnbank, Lanarkshire
Hamilton (Landward), Cadzow R.C.S.	Rev. P. McConnachie.	Cadzow, Hamilton.
Lanark (Burgh) R.C.S. -	Rev. J. Boyle -	St. Mary's, Lanark.
Lanark (Landward), Smyllum Blind and Deaf Mutes R.C.S.	Rev. J. Ward -	St. Mary's, Lanark.
Lanark (Landward), Smyllum R.C.S.	C. Chislett -	Hope Street, Lanark.
Larkhall R.C.S. - - -	Rev. F. A. Steven	St. Mary's Presbytery, Larkhall, Lanarkshire.
Lesmahagow, Blackwood R.C.S.	Rev. J. S. Cody	St. John's, Blackwood, Kirkmuirhill, Lanark.
Maryhill, Lambhill, St. Agnes' R.C.S.	Rev. J. Mullen -	St. Agnes', Lambhill, Glasgow.
„ R.C.S. - - -	Very Rev. J. Canon Cameron	Maryhill, Glasgow.
„ St. Charles' R.C.S.	Rev. D. Stewart	1, Kelvinside Gardens, N. Glasgow.

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New Monkland, Glenboig, Our Lady and St. Joseph R.C.S.	Rev. C. Haeger	Roman Catholic Presbytery, Glenboig, Lanarkshire.
New Monkland, Meikle Drumgray R.C.S.	Rev. J. P. Towie	St. David's, Whiterigg, Airdrie.
Old Monkland, Baillieston, St. Bridget's R.C.S.	Rev. P. H. Terken	Baillieston, Glasgow.
,, Coatbridge, St. Augustine's R.C.S.	Rev. P. Müller	St. Augustine's, Coatbridge.
,, Coatbridge, St. Patrick's R.C.S.	Rev. J. Geerty	St. Patrick's, Coatbridge.
,, Tollcross, St. Joseph's R.C.S.	Rev. J. H. Kirk	St. Joseph's, Tollcross, Glasgow.
,, Whifflet R.C.S.	Rev. P. Hackett	St. Mary's, Whifflet, Coatbridge.
Rutherglen R.C.S.	Very Rev. J. Canon Toner	Rutherglen, Glasgow.
Shettleston, Cardowan, St. Joseph R.C.S.	Rev. D. McBrearty	St. Joseph's, Cardowan, Steps Road, Glasgow.
,, EastmuirR.C.S.	Rev. A. O'Brien	St. Paul's, Shettleston, Glasgow.
Shotts, Cleland R.C.S.	Rev. P. Murray	St. Mary's, Cleland, Lanarkshire.
Wandell and Lamington, Lamington Female and Infant S.	The Dowager Lady Lamington	Lamington House, Lamington, Lanarkshire.
LINLITHGOW.		
Abercorn, Girls' S.	R. Amos	Philpstoun, Linlithgow.
Bathgate (Town) Academy ,, ,, Academy Higher Grade S.	Scott-Moncrieff, Thomson and Shiells.	141, George Street, Edinburgh.
,, ,, R.C.S.	Rev. P. McDaniel.	Bathgate.
Bo'ness &c., Bo'ness St. Mary's R.C.S.	Rev. W Grant	St. Mary's, Bo'ness, Linlithgowshire.
Kirkliston, Winchburgh R.C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Linlithgow (Burgh), St. Joseph R.C.S.	Rev. E. Miley	Roman Catholic Church, Linlithgow.
Uphall, Broxburn R.C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Whitburn, Fauldhouse, St. John's R.C.S.	Rev. G. Mason.	Fauldhouse, Linlithgowshire.
NAIRN.		
Ardclach, Fornighty S.	T. B. Gow.	Lethen Estate Office, Lethen, Nairn.
Nairn (Burgh), St. Mary's R.C.S.	Rev. A. Bisset.	Nairn.
PEEBLES.		
Traquair, Kirkburn S.	J. Campbell.	36, Castle Street, Edinburgh.
,, The Glen S.	D. F. Story.	The Glen, Innerleithen Peeblesshire.
West Linton E.S.	J. H. Forbes.	Medwyn, West Linton, Peeblesshire.

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Name of School.	Correspondent.	Postal Address.
PERTH.		
Alyth E. S. - - - -	The Venerable Archdeacon Aglen, D.D.	Alyth, Perthshire.
Blairgowrie, St. Stephen's R.C.S.	Rev. J. Malcolm	8, Bank Street, Blairgowrie.
Buchanty, Glenalmond Subscription S.	Rev. T. Hardy	Fowlis Manse, Crieff.
Crieff, St. Columba's E.S. -	Rev. Canon Meredith	Crieff Rectory, Perthshire.
„ St. Dominic's R.C.S.	Rev. T. Brophy	Roman Catholic School, Crieff.
Dunblane and Lecropt, Dunblane, St. Mary's E.S. -	Rev. W. D. Creighton	The Rectory, Dunblane.
Errol, Female Industrial S.	W. Goodall	Union Bank of Scotland(Ld.), Errol, Perthshire.
Logierait, Grantully, Lady Stewart's S.	Rev. J. McLean	Pitilie, Aberfeldy.
Perth (Burgh), St. John's R.C.S.	Rev. M. Lavelle	16, Melville Street, Perth.
„ „ St. Ninian's E.S.	F. W. Bedford	British Linen Bank, Perth.
„ „ Sharp's Institution (Lower Department) S.	G. A. Mackenzie	Perth.
„ (Landward), Tulloch S.	T. Dow - -	Pullar's Dye Works, Perth.
Tenandry, Aldgirnaig G.A.S.	H. Mitchell -	Pitlochry.
„ Glenfincastle S.	Mrs. C. R. Barbour.	Bonskeid, Pitlochry.
RENFREW.		
Cathcart, Busby, St. Joseph R.C.S.	Rev. W. Kelly	Roman Catholic Church, Busby, Glasgow
Eastwood, Pollokshaws, St. Conval's R.C.S.	Rev. J. F. Morrison.	Mount St. Mary's, Pollokshaws, Glasgow.
Gourock, St. Ninian's R.C.S.	Rev. S. A. Thornton	St. Ninian's, Gourock, Renfrewshire.
Greenock (Burgh), Cartsdyke, St. Lawrence R.C.S.	Rev. M. Fox, D.D.	Carnock Street, Greenock.
Greenock (Burgh), St. Mary's R.C.S.	Rev. P. Houlihan	St. Mary's, Greenock.

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Name of School.	Correspondent.	Postal Address.
RENFREW—*cont.*		
Greenock (Burgh), Shaw's Water Worsted Mills, Half-Time S.	Fleming, Reid & Co.	Greenock.
Greenock (Burgh) West, St. John's E.S.	Rev. T. Lennie	Ardgowan Place, Greenock.
Houston and Killallan, Houston, St. Fillan's R.C S.	Rev. J. Macdonald.	Houston, Johnstone.
Kilbarchan, Linwood R.C.S.	Rev. W. Shaw -	Linwood, near Johnstone.
Kilmacolm, Orphan Homes of Scotland S.	R. L. Bryden -	102, Bath Street, Glasgow.
Levern, Nitshill R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
Neilston, Barrhead R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
„ St. Thomas R.C.S.	Rev. A. Reifenrath.	Neilston, Glasgow.
Paisley (Burgh), Ferguslie, Half-Time S.	P. Coats, Jun. -	Paisley.
Paisley (Burgh), John Neilson Institution.	J. & A. Gardner	3, County Place, Paisley.
Paisley (Burgh), St. Catherine's R.C.S.	Very Rev. H. Canon Chisholm.	St. Mirin's, Paisley.
Paisley (Burgh), St. Charles' R.C.S.	Rev. J. McAllister.	Charlston, Paisley.
Paisley (Burgh), St. James' R.C.S.	Very Rev. H. Canon Chisholm.	St. Mirin's, Paisley.
Paisley (Burgh), St. Mary's R.C.S.	Rev. W. Davidson	St. Mary's Rectory, Paisley.
Paisley (Burgh), St. Mirin's R.C.S.	Very Rev. H. Canon Chisholm.	Paisley.
Paisley (Landward), Johnstone, St. Margaret's R.C.S.	Rev. J. Nyhan.	St. Margaret's, Johnstone.
Port Glasgow, St. John's R.C.S.	Rev. P. McColl	St. John's, Port Glasgow.
Renfrew (Landward), St. James' R.C.S.	Rev. C. E. Fleming.	St. James' R.C.S., Renfrew, Renfrewshire.
Skelmorlie Meigle Ch. S. -	*See under*	Ayr.
ROSS and CROMARTY.		
Avoch, Mackenzie Foundation S.	J. Ross - -	Queensgate Chambers, Inverness.
Knockbain, Arpafeelie, St. John's E.S.	Rev. H. Dransfield. -	Arpafeelie Rectory, Allangrange, Ross-shire.
Stornoway, Fem. Industrial S.	C. Orrock	Chamberlain's Office, Stornoway.
ROXBURGH.		
Hawick (Burgh) R.C.S. -	Rev. J. S. Lyle.	Hawick.
„ „ St. Cuthbert's E.S.	Rev. E. T. S. Reid.	The Rectory, Hawick.
Jedburgh, St. John's E.S. -	Rev. F. E. Ainger	St. John's, Jedburgh.

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Name of School.	Correspondent.	Postal Address.
SELKIRK.		
Galashiels (Burgh) E.S. - -	Rev. A. A. Jenkins.	The Parsonage, Galashiels.
,, ,, R.C.S. -	Very Rev. W. E. Canon Rooney.	The Presbytery, Galashiels.
Selkirk (Burgh) R.C.S. - -	Rev. A. Roche -	High Street, Selkirk.
,, (Landward), Bowhill S.	W. J. Grieve.	Carterhaugh, Selkirk.
SHETLAND.		
Lerwick E.S. - - - - -	Rev. E. J. Hodges -	St. Magnus Rectory, Lerwick.
Nesting, &c., Skerries Church S.	Rev. C. Stobie -	Whalsay, Lerwick.
STIRLING.		
Airth, Dunmore Village E.S. -	Miss C. Hamilton	Dunmore Park, Larbert, Stirlingshire.
Campsie, Lennoxtown, St. Machan's R.C.S.	Very Rev. Canon Turner.	St. Machan's, Lennoxtown, Glasgow.
Denny R.C.S. - - -	Rev. P. Shivers	Denny.
Falkirk (Burgh), St. Francis R.C.S.	Very Rev. P. Canon Morris	Falkirk.
Grangemouth, Sacred Heart R.C.S.	Rev. P. Birnie -	Institute Place, Grangemouth.
Kilsyth (Town) R.C.S. - -	Rev. P. Macnamara.	Roman Catholic Presbytery, Kilsyth, Glasgow.
St. Ninian's, Bannockburn, St. Mary's R.C.S.	Rev. F. Macmanus.	Wester Greenyards, Bannockburn.
St. Ninian's, Sauchie Fem. S.	Mrs. M. R. Steel-Maitland	Private Secretary's Office, 72, Cadogan Square, London, S.W.
Slamannan, Barnsmuir R.C.S.	Rev. F. O'Brien	Slamannan, Stirlingshire.
Stirling (Burgh) E.S. - -	Rev. R. P. Brown	The Parsonage, Stirling.
,, ,, St. Mary's R.C.S.	Very Rev. J. Canon Smith.	Irvine Place, Stirling.
SUTHERLAND.		
Golspie, Sutherland Technical Higher Grade S.	A. N. Macaulay	Town and County Bank Buildings, Golspie.
WIGTOWN.		
Penninghame, Newton Stewart, St. Ninian's R.C.S.	Rev. J. Roche	St. Ninian's, Newton Stewart.
Stranraer (Burgh), St. Joseph's R.C.S.	Very Rev. D. H. Canon Power.	St. Joseph's Stranraer.
Wigtown, All Souls' R.C.S. -	Rev. H. C. Clarke -	Roman Catholic Church, Wigtown, Wigtownshire.

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SCHOOL BOARD ELECTIONS, 1906.

County.	No. of School Boards.	Elections.		
		Contested.	Uncontested.	Failures.
Aberdeen	92*	49	39	2
Argyll	46†	15	24	3
Ayr	52	30	19	3
Banff	25	13	12	—
Berwick	32	11	20	1
Bute	6	3	2	1
Caithness	12	7	5	—
Clackmannan	6	3	3	—
Dumbarton	14	6	8	—
Dumfries	45	15	29	1
Edinburgh	30	10	19	1
Elgin	21	2	17	2
Fife	69	30	38	1
Forfar	60	17	41	2
Haddington	26	3	23	—
Inverness	37	19	17	1
Kincardine	19	15	4	—
Kinross	6	3	2	1
Kirkcudbright	30	12	17	1
Lanark	50‡	24	24	1
Linlithgow	12	6	5	1
Nairn	5	—	5	—
Orkney	20	9	8	3
Peebles	14	3	10	1
Perth	78§	27	48	2
Renfrew	22	10	12	—
Ross and Cromarty	35	16	17	2
Roxburgh	32	7	23	2
Selkirk	9	2	7	—
Shetland	12	3	9	—
Stirling	24	12	12	—
Sutherland	13	9	4	—
Wigtown	18	9	8	1
Totals	972	400	531	33
Corresponding Totals in 1903	*972*	*355*	*563*	*51*

* 1 election (Kininmonth) does not take place till April, 1907, and in the case of another parish (Pitsligo) the result of the election has not yet (July, 1906) reached the Department.

† The results of the elections in 4 parishes have not yet reached the Department.

‡ 1 election (Douglas Water) does not take place till November, 1907.

§ 1 election (Dunkeld and Dowally) does not take place till July, 1908.

The 33 cases of failure were dealt with as follows :—In 26 cases Orders of Nomination were issued. In the remaining 7 cases new Elections were ordered, and of these 5 were contested.

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SALES sanctioned under SECTION 36 of the EDUCATION (SCOTLAND) ACT, 1872, from 1st April, 1905, to 31st March, 1906.

Board.	School.	Date of Sanction.
Elgin (Burgh) (Elgin) -	Elgin (Burgh) Girls' Public School.	17th January, 1906.
Elgin (Landward) (Elgin) -	New Elgin Public School	14th December, 1905.
Fordoun (Kincardine) -	Fordoun Public School (Janitor's House and Soup Kitchen).	3rd August, 1905.
Fordyce (Banff) - -	Fordyce, Sandend Public School.	14th September, 1905.
Govan (Lanark) - -	Govan, Balshagray Public School (portion of frontage ground).	27th September, 1905.
Loudoun (Ayr) - -	Loudoun, Darvel Public School (Teacher's House and Garden).	29th March, 1906.
Old Kilpatrick (Dumbarton)	Old Kilpatrick, Dalmuir Public School (site).	3rd January, 1906.
Peterhead (Burgh) (Aberdeen).	Peterhead (Burgh), North Infant Public School.	24th January, 1906.
South Ronaldshay and Burray (Orkney).	Old Parochial School Buildings.	3rd October, 1905.
Strathdon (Aberdeen) -	Strathdon, Forbeston Female Public School.	31st March, 1906.

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List of Loans sanctioned by the Scotch Education Department under Section 45 of the Education (Scotland) Act, 1872, from 1st April, 1905, to 31st March, 1906.

County.	Board.	Amount. £	s.	d.
Aberdeen	Aberdeen (Burgh)	41,065	0	0
"	Cairney	500	0	0
"	Chapel of Garioch	800	0	0
"	Foveran	342	0	0
	Kemnay	3,000	0	0
"	King Edward	300	0	0
"	Kininmonth	200	0	0
"	Leochel Cushnie	250	0	0
"	Monquhitter	1,000	0	0
"	New Deer	150	0	0
"	Peterhead (Landward)	1,100	0	0
"	Savoch	200	0	0
Argyll	Campbeltown (Landward)	357	0	0
"	Cumlodden	400	0	0
"	Dunoon and Kilmun	10,075	0	0
"	Glassary	900	0	0
"	Kilbrandon and Kilchattan	285	0	0
"	Lochgilphead	1,000	0	0
Ayr	Ardrossan	950	0	0
"	Auchinleck	3,560	0	0
"	Ayr (Burgh)	2,800	0	0
"	Dailly	250	0	0
"	Irvine (Burgh)	7,566	0	0
"	Kilwinning	790	0	0
"	Loudoun	150	0	0
"	Monkton and Prestwick	850	0	0
"	Old Cumnock	3,500	0	0
"	Stevenston	1,600	0	0
Banff	Banff (Landward) and Ord	561	10	0
"	Kirkmichael	310	0	0
Berwick	Cockburnspath	400	0	0
"	Fogo	268	0	0
Caithness	Latheron	225	0	0
"	Olrig	350	0	0
"	Thurso	500	0	0
Clackmannan	Tillicoultry	300	0	0
Dumbarton	Bonhill	1,600	0	0
"	New Kilpatrick	455	0	0
"	Old Kilpatrick	19,400	0	0
"	Row	3,500	0	0
Dumfries	Annan	400	0	0
"	Kirkpatrick Fleming	346	0	0
Edinburgh	Currie	420	0	0
"	Edinburgh (City)	22,398	0	0
"	Inveresk (Landward)	3,800	0	0
"	Lasswade	3,087	0	0
"	Leith (Burgh)	17,345	0	0
"	Liberton	625	0	0
"	West Calder	1,900	0	0

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County.	Board.	Amount.		
		£	s.	d.
Elgin	Rothes	1,350	0	0
Fife	Auchterderran	2,000	0	0
"	Dunbog	250	0	0
"	Dunfermline (Landward)	360	0	0
"	Forgan	970	0	0
"	Inverkeithing	3,000	0	0
"	Kirkcaldy (Burgh)	10,000	0	0
"	Lochgelly	1,450	0	0
Forfar	Barry	1,460	0	0
"	Dundee (Burgh)	9,666	0	0
"	Friockheim	132	0	0
"	Montrose (Burgh)	1,250	0	0
Haddington	Morham	180	0	0
"	North Berwick	285	0	0
"	Tranent	140	0	0
Inverness	Croy and Dalcross	330	0	0
"	Duirinish	500	0	0
"	Glenelg	290	0	0
"	Kiltarlity	360	0	0
"	Portree	500	0	0
Kincardine	Banchory Ternan	200	0	0
Kirkcudbright	Carsphairn	750	0	0
"	Dalry	300	0	0
"	Kells	100	0	0
"	Minnigaff	1,350	0	0
"	Urr	375	0	0
Lanark	Blantyre	2,700	0	0
"	Bothwell	7,822	0	0
"	Cambuslang	15,234	0	0
"	Carmunnock	1,100	0	0
"	Carnwath	3,170	0	0
"	Glasgow (Burgh)	82,050	0	0
"	Govan	57,130	0	0
"	Hamilton (Landward)	1,305	0	0
"	Larkhall	2,100	0	0
"	Lesmahagow	2,538	0	0
"	Old Monkland	7,750	0	0
"	Shettleston	2,675	0	0
Linlithgow	Bathgate (Landward)	2,850	0	0
"	Bo'ness and Carriden	12,006	0	0
Orkney	Kirkwall (Burgh)	160	0	0
"	Westray and Papa Westray	240	0	0
Perth	Aberfoyle	2,400	0	0
"	Auchterarder	1,260	0	0
"	Crieff	6,000	0	0
"	Dull	3,000	0	0
"	Fowlis Wester	450	0	0
"	Killin	160	0	0
"	Kinloch Rannoch	440	0	0
"	Trossachs	650	0	0
Renfrew	Cathcart	21,520	0	0
"	Greenock (Burgh)	1,223	0	0
"	Neilston	2,000	0	0
"	Paisley (Landward)	1,000	0	0

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County.	Board.	Amount.
		£ s. d.
Ross - - - -	Knockbain - - - -	385 0 0
"	Lochbroom - - - -	960 0 0
"	Logie Easter - - - -	140 0 0
"	Stornoway - - - -	350 0 0
Shetland - - -	Lerwick - - - -	650 0 0
Stirling - - -	Denny - - - - -	750 0 0
Sutherland - - -	Eddrachillis - - - -	220 0 0
Wigtown - - -	Stranraer (Burgh) - - -	300 0 0
	TOTAL - - -	444,360 10 0

TRANSFERS sanctioned under SECTIONS 38 and 39 of the EDUCATION (SCOTLAND) ACT, 1872, during the Year ended 31st March, 1906.

Board.	School.	Date of Sanction.
Middlebie (Dumfries) - -	Eaglesfield G.A. and Subscription School -	29th December, 1905.
Old Monkland (Lanark) -	Gartsherrie C. S. School -	10th July, 1905.

SCHOOLS RECOGNISED UNDER SECTION 67 (2) OF THE EDUCATION (SCOTLAND) ACT, 1872, SINCE THE PUBLICATION OF LAST REPORT.

County.	Name of School.
Fife - - - - -	Beath, Cowdenbeath R.C.
Lanark - - - -	Glasgow, St. Luke's R.C.
" - - - -	Govan, St. Paul's R.C.

Grants were promised on the ground that no sufficient provision existed for the children for whom the schools were intended, regard being had to the religious belief of their parents.

County.	Name of School.
Ayr - - - - -	Stevenston, St. John's R.C.
Edinburgh - - -	Edinburgh, St. Thomas of Aquin's Higher Grade R.C.
Lanark - - - -	Glasgow, Garnethill Convent School

Grants were promised on the ground that the schools were specially required in the locality where they were situated.

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CODE (1906)

FOR

DAY SCHOOLS.

NOTE.

The subject matter of Chapters III. and IV., and of the 1st and 2nd Schedules of the Code, is at present under Their Lordships' consideration, and consequently those parts of the Code are to be regarded as provisional only.

The alterations introduced in the remaining Chapters of the Code do not involve any material change in existing practice.

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CODE (1906)

OF THE

SCOTCH EDUCATION DEPARTMENT

FOR DAY SCHOOLS.

CHAPTER I.

PRELIMINARY.

Articles 1-6 (*b.*).

1. A sum of money is annually granted by Parliament "For public "Education in Scotland."

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, in—

(*a.*) maintaining schools for children (Article 6); and

(*b.*) training teachers (Article 83).

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(*a.*) "To any school board for and in respect of the public schools under their management."

(*b.*) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2.).)

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed:—

(*a.*) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) *See* Article 19 A. 8. (*b*).

* "The term 'Scotch Education Department' shall mean The Lords of any Committee of the Privy Council appointed by Her Majesty on Education in Scotland" (Education (Scotland) Act, 1872, s. 1).

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Articles 6 (c.)-13.

(c.) The education given must consist chiefly of elementary instruction.

(d.) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books.

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

No school shall be eligible for grants if—

(a.) the average fee exceeds ninepence a week, or

(b.) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

(a.) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (a.)).

(b.) A school established after the passing of the Education (Scotland) Act (6 *August*, 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (b.)).

(c.) Higher class public schools (*ibid.*, sec. 62-64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by His Majesty on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, shall assign to the school a school year on the termination of which grants shall be conditionally due. Notice will be given of any change in the school year.

12. An inspector or sub-inspector may visit any public school, or other school subject to inspection, at any time without notice.

13. Grants are issued to each school only once per annum, as soon as may be after the close of the school year.

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14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W. Articles 14–17 (*c.*).

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(*a.*) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(*b.*) The term managers includes,—

1. The School Board of any burgh or parish.
2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, 1872, or in terms of the Minute of the Scotch Education Department of the 4th March 1895.
3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

16. *Lapsed Article.*

CHAPTER II.

GRANTS TO DAY SCHOOLS.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a.*) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b.*) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

(*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

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* In administering this article the accommodation will, in the case of *new* schools, be calculated in accordance with Rule 16 of the Department's Rules (dated February, 1906) for the Planning and Fitting up of Public Schools. In the case of *existing* schools, the Department will accept, for the present, the accommodation hitherto recognized. There should be exhibited in each class-room, or room in which instruction is habitually given, a placard indicating the number of scholars for whom it is recognised as providing sufficient accommodation.

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Articles 17 (*d.*)-19.

(*d.*) The principal teacher is certificated (Article 42), and is not allowed to undertake duties, not connected with the school which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers (Schedule II. 5).

(*e.*) Due notice is given to the Department of any changes in the school staff (Article 39) which occur in the course of the year.* The *first* grant to a school is, as a rule, computed from the date at which (1) the appointment of a certificated teacher is notified to, and approved by, the Department; *or* (2) the acting teacher passes the examination for a certificate (Article 44).

(*f.*) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher (Article 67); accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character (Articles 67, 70 (*e*), and 80) may be accepted as trustworthy.†

(*g.*) Three persons have designated one of their number to sign the receipt for the grant.

Exception:—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 4th March 1895 is applied.

(*h.*) The income of the school is applied only for the purpose of‡ public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A further inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

Conditions and Amount of Grants.

19. In this article the following normal organization of a school is contemplated:—(*a*) Infant Division, providing instruction suitable for children under 7 years of age; (*b*) Junior Division—Instruction suitable for children between the ages of 7 and 10; and (*c*) Senior Division—Instruction suitable for children between the ages of 10 and 12. Liberty of classification irrespective of age is permitted, provided that the Inspector is satisfied generally as to the reasons for the retention of children over 7, and of children over 10, in the Infant and Junior Divisions, respectively.

Pupils of the Senior Division who satisfy the conditions of Article 29. I. may be taught in "Supplementary Courses" or "Higher Grade Departments," but grant at the rates specified in Article 21 and Chapter IX. will only be payable on the attendances of children over 12 years of age.

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* In view of the provisions of the Elementary School Teachers (Superannuation) Act, 1898, attention to this rule is specially necessary in the case of certificated teachers.

† Under Section VII. of the Department's Minute of the 30th January, 1905, it is made a further condition of grant that the Committees constituted under that Minute shall be granted access to the school and such facilities for practice in teaching as may be agreed upon.

‡ *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

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Articles 19 A 1-4 (*b*).

The arrangement of work within each division and the classification of the children may vary according to the circumstances of schools, but shall be such as are fitted to secure the standard of attainment specified in Article 29. I. by easy gradations. The classification should be such as to afford due opportunity for promotion, and promotion in one subject, *e.g.*, Reading, should not be made dependent on proficiency in another, *e.g.*, Arithmetic.

To the managers of a school which has met not less than four hundred* times in the morning and afternoon in the course of a year as defined by Article 11, grants† will be made at the end of the year on the conditions detailed in Section A. following, and at the rates specified in Section B.

A. 1. That the organization of the school both as to Divisions and the classification within the Divisions is satisfactory.

2. That all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

3. That a satisfactory education is given to the children according to a scheme for each of the three Divisions, submitted to and approved by the Inspector.

4. This scheme of work shall, in all cases, and for all Divisions, make provision for :—

(*a*) Adequate physical exercise according to an approved system.‡

(*b*) For the instruction of girls in Needlework, in general accordance with the scheme set forth in the Third Schedule of the Code, in such manner that the girls to be presented to the Inspector in terms of Article 29.I. shall be able to perform any of the exercises set down for the Senior Division in that schedule.

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* *Exceptions* :—

i. If a school is employed for the purpose of taking the poll at a Parliamentary election, under Section 6 of the Ballot Act, 1872, or at an election for a County Council in terms of section 30 (sub-section 5) of the Local Government (Scotland) Act, 1889, or at an election for a Parish Council under the Local Government (Scotland) Act, 1894, or at a Municipal Election under the Municipal Elections (Scotland) Act, 1897, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up the 400 meetings of the school.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13); *or*, if a school has been closed during the year in consequence of a requisition under Article 30, as necessary to prevent the spread of epidemic disease, or for any unavoidable cause, intimation having been duly given to the Department at the time, a proportionate reduction is made from the number of meetings (400). If the school is closed on account of epidemic, or other unavoidable cause for x weeks, the number of meetings required will be $\frac{46-x}{46} \times 400$. (*See* Article 30.)

iii. If a section only of the school has been closed in consequence of a requisition under Article 30, the average attendance may be calculated separately for that section, the proportionate reduction specified under this footnote being made from the number of meetings in respect of the section so closed, and the average attendance for the rest of the school being calculated in the ordinary way.

† All grants under this article, as well as any other grants which may be made under this Code, will be subject to the deductions made under the Elementary School Teachers (Superannuation) Act, 1898, Section 1 (2) (*b*), and the rules prescribed under that Act, in respect of any teacher employed in or in connection with the school.

‡ The system of physical exercise should, as far as possible, follow the lines of the new Model course.

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Articles 19 A 4 (c.)-7 (c.).

(c.) For the instruction of the scholars in Singing by note, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon.

(d.) For the instruction of the scholars in Drawing (whether with or without Manual occupations) according to a scheme prescribed or approved by the Department, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon. Ignorance or want of expertness in drawing on the part of a teacher in charge of a school who is under 40 years of age shall not, after a year's notice, be a reason for exemption from the provisions of this section unless the Inspector shall report that such teacher has no reasonable opportunity for obtaining further instruction in this subject.

(e.) For the committing to memory by the scholars of pieces of poetry of literary merit. This shall be a regularly recurring exercise provided for in the Time-table, but no set number of lines is prescribed.

5. The scheme of instruction shall further and principally make provision for the instruction of the scholars in the three subjects of reading, writing and arithmetic, according to the degree of advancement suitable to the capacity of each scholar.

6. The scheme of instruction for the Junior Division shall in addition make provision for the following :—

(a.) Nature Knowledge—the acquisition by the children, by means of observation and enquiry, of a knowledge of common objects, natural phenomena, and the surroundings of the school.

(b.) Practice in speaking English, based upon the preceding and upon the lessons of the reading book.

(c.) First notions of Geography.

7. In the Senior Division, instruction in the foregoing subjects (Section 6) shall be continued and amplified as follows :—

(a.) Nature Knowledge—direct experimental knowledge of the standards of measure and weight,* practice in applying them, in representing them to scale, and in making simple calculations resulting therefrom ; some acquaintance with the natural features, the plant life, the industries and the productions, of the district.

(b.) English—practice in describing, orally and in writing, actual observations and experiences, and in re-producing the substance of a reading lesson studied beforehand ; some knowledge of the structure of English sentences, of the functions of words, and of the related meaning of words from the same root.

(c.) Geography—The Elements of Physical Geography. An outline knowledge of the main divisions of the world, with a more detailed knowledge of Europe and a further study of the British Isles and of the Colonies.

* For this purpose simple balances and examples of the common standard weights and measures should be provided, and should be made available for the use of the children.

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(*d.*) There shall also be added some knowledge of British History, advancing from an outline knowledge of the main periods to a more detailed study year by year. One of the reading books in use in the Senior Division must be a manual of History, suitable for use as a reading book in that division of the school. Articles 19 A 7 (*d.*) 19 B 1 (*a.*)

8. Managers shall submit to H.M. Inspector for approval before the beginning of the working school year:—
   (*a.*) A scheme of the work of each Division in accordance with the foregoing requirements; and
   (*b.*) A time-table showing the classification adopted in each Division, and the time allotted to each main head of the instruction.

   These documents, when approved by H.M. Inspector, shall be signed by him and returned to the school.

9. Deviations from the time-table of a minor or temporary character shall be recorded in the log-book, but when such changes are extensive, fresh time-tables should be submitted to H.M. Inspector, who may also call for a revision of the time-table at such intervals as he may think necessary.

10. At least 14 days' notice should be given to H.M. Inspector of the intended closing of the school on account of local holidays, or other causes, and intimation of the closing of the school on account of an epidemic should be made at as early a date as possible. Notice should also be given of the beginning and end of any vacation.

11. In each class a record of work done in each subject shall be kept in such detail as shall show the previous course of instruction at any time throughout the year. Any examination of a class which an Inspector may institute at any of his visits in order to satisfy himself as to the efficiency of the work, shall be based upon this record, and shall not have reference to any other standard of examination. But the Inspector shall report cases where the advancement of the instruction, having regard to the age and capacity of the children, seems inadequate, and may call for a revision of the time-table and scheme of work.

B. 1. When it appears from the report of the Inspector who has visited the school at any time during the school year, that the foregoing conditions have been observed, and that the school is maintained in a state of satisfactory efficiency, the following grants may be made:—
   (*a.*) On the average number in attendance* throughout the year of children under seven years of age, a *normal* grant of 18*s.*

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* The average attendances which are here taken as a basis for calculating grants are not those of the actual divisions of the school for purposes of instruction, though it is expected that there should be, as a rule, a general correspondence between them. When for purposes of instruction the inclusion of Infants in the Junior Division has been sanctioned the grants shall nevertheless be paid as in this section.

For the purposes of this grant the attendances of a child who becomes seven (or ten) during the first six months of the school year shall be registered under (*b*) or (*c*) respectively throughout the year; but if he does not reach the age stated till the second half of the school year his attendances shall continue to be registered under (*a*) or (*b*) respectively throughout the year.

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Articles 19 B 1 (b.)-19 B 6.

(*b.*) On the average attendance* of children between seven and ten, a *normal* grant of 20*s.*

(*c.*) On the average attendance* of children over 10 years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., a *normal* grant of 22*s.*

2. The normal rates of grant under Article 19 B. 1, may be increased by 6*d.* on account of exceptionally meritorious work in the corresponding Division of the school. An Inspector, in recommending this increase (which shall not be made unless the arrangements for physical exercise are satisfactory), shall specify in detail the grounds of his recommendation.

3. The normal rate of grant for any Division may be diminished by 6*d.* on account of defects in organization and classification (Article 19 A. 1), or in instruction under any of the heads 19 A. 4–7, and by 1*s.* for any observable neglect of the requirements of Article 19 A. 2, or for the omission of any essential portion of the approved curriculum. More serious defects will be visited by deductions from the grant under the provisions of Article 32 (*b*).

4. Where efficient instruction in Drawing is given by teachers recognised by the Department as qualified to give instruction in the subject, for at least 1½ hours a week throughout the year, in accordance with the scheme outlined in Schedule IV., or some other scheme, details of which have been submitted to and approved by the Inspector on behalf of the Department, a further grant may be made in respect of that instruction, as follows :—

On the average number in attendance throughout the year :

(*a*) of children between seven and ten, 1*s.* 6*d.*

(*b*) of children over ten years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., 1*s.* 9*d.*

The foregoing rates may be increased by 3*d.* in respect of the corresponding Division of the school when it appears from the report of the Inspector that the children, in addition to being taught Drawing satisfactorily, receive efficient training in an appropriate progressive course of simple exercises of hand and eye.

N.B.—This Drawing grant is not taken into account in making a reduction under Article 32 (*a*).

The exceptional efficiency of the Drawing instruction in the school is one of the grounds on which an increase of grant under Article 19 B. 2 may be recommended.

5. Where there is a separate Department, and a separate certificated teacher for the Infant Division, and that Division is taught in accordance with Infant School methods, in rooms properly constructed and furnished for such instruction, the normal rate of grant for the children under seven years of age under Article 19 B. 1. (*a*) may be increased by 1*s.*

6. To the foregoing rates of grants specified under Article 19 B. 1, there shall be added in any parish (or burgh in which the population does not exceed 10,000) in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, where the average attendance exceeds 65 per cent. but does

* See footnote on preceding page.

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not exceed 70 per cent. of the average number* of children whose names are entered on the school register, 1*s.*; where the average attendance exceeds 70 per cent. but does not exceed 75 per cent. of such number 2*s.*; where the average attendance exceeds 75 per cent. but does not exceed 80 per cent. of such number, 3*s.*; where the average attendance exceeds 80 per cent. of such number, 4*s.*†; and that in respect of each division.

7. In the counties specified in the foregoing section, if the infants and children in the Junior Division are partly taught by a Gaelic-speaking pupil-teacher whose services are not required under Article 32 (*c*) in respect of the average attendance at the school, the rate of the grants under Article 19 B. 1 (*a*) and (*b*) may be increased by one shilling.

C. (*Lapsed Article*).

D. In addition to the grant under Article 19 B., a special grant‡ of 10*l.* (or 15*l.*), may be made subject to a favourable report from the Inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

N.B.—This special grant is not taken into account in making a reduction under Article 32 (*a*).

(*a.*) In thinly-peopled districts where the number of scholars that can be brought together at one centre is less than 20 (or where it can be proved to the satisfaction of the Department that any slight excess beyond this number is not likely to be permanently maintained), children under 10 years of age living more than two miles and children over 10 years of age living more than four miles from any aided school, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the Inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the inspector at the central school, or at some other place approved by the Department, on a date of which due notice will be given, a grant may be made of

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* This average is found by dividing the sum of the numbers remaining on the school register at the end of each week (to be duly noted at the time) by the number of weeks during which the school has met.

† The special rates of payment will not be payable if it appears to the Department that the school board are failing to take all reasonable means to secure the regular attendance at school of all children of school age within the School Board District. For the purpose of calculating the percentage of average attendance to the number on the school register, the additional attendances allowed under Art. 23 (*b.*) are not included.

The names of scholars temporarily absent owing to sickness must be retained on the register unless the sickness has been certified on medical authority to be of an epidemic character or such as necessarily to entail prolonged absence from school.

See Elementary Education Act, 1876, sections 19 (2 and 3) and 53.

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Articles 19 D (b.)-19 E.

17*s.* for each child under 10 years of age on the last day of the school year, and of 18*s.* for each child who is over 10 years of age at that date, provided that the Inspector reports that each child is being satisfactorily instructed in the subjects of Article 19 A. 5, 6, and 7, and, if a girl, has been duly instructed in needlework.

(*b.*) When the number of scholars so instructed, at more than one centre, by one or more such teachers, and presented to the Inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

If registers of attendance are regularly kept, the average of such scholars (Article 26) will for the purposes of the calculation of the grant in relief of fees (Chapter VIII.), of the special grant payable under Section 67 of the Education (Scotland) Act, 1872, and Section 1 of the Education (Scotland) Act, 1897, and of the General Aid Grant be deemed average attendance at a school conditionally entitled to share in the Parliamentary grant for Education.

E. A grant* will be made at the following rates per annum (or proportionately for part of a year) in respect of each pupil-teacher† required by Article 32 (*c.*), or in any of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, although not so required, employed in giving bilingual instruction to Gaelic-speaking children,‡ the arrangements for whose instruction are approved by the inspector, after such examination as he may hold under Article 70 (*d*) 4, and who passes the examination at the end of the second year, or obtains a place in the first or second class in the King's Scholarship Examination (Article 92):—

1st Year.	2nd Year.	3rd Year.§	King's Scholarship Examination.
2*l.*	2*l.* 10*s.*	2*l.* 10*s.*	5*l.* (1st class). 4*l.* (2nd class).

* Attendances of pupil-teachers at Supplementary Courses or in Higher Grade Schools, may, with the previous sanction of the Department, be registered along with those of other pupils for such time as they attend, and reckoned for the purpose of claiming Grants under Article 21 or Chapter IX. of the Code. Not more than five attendances a week may be registered for each pupil-teacher.

† This grant must in the first place be employed to provide such text-books and works of reference as are required for the instruction of the pupil-teachers, or in providing for them additional educational advantages beyond the instruction provided for in paragraph 5 of Schedule II. The remainder, if any, should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

‡ This payment applicable to the specified counties shall not be claimable in respect of more than one pupil-teacher in each school.

§ In the case of pupil-teachers who take the King's Scholarship Examination at the end of the 3rd year, the only grant payable for that year will be the one dependent on the result of the examination.

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F. Where the Department are satisfied that by reason of a notice of the Sanitary Authority under Article 30 or any provision of an Act of Parliament requiring the exclusion of certain children, the average attendance has been seriously diminished and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant. Articles 19 F.-21.

20. I. For each blind or deaf-mute scholar in a day school, or in any institution for the education of blind or deaf-mute children, approved by the Department, grants may be allowed—

(*a.*) At the rate of 3*l.* 3*s.* a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

(*b.*) At the rate of 2*l.* 2*s.* a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department.

II. (*a.*) Where provision, satisfactory to the Department, is made for the instruction of "defective" or "epileptic" children* in special classes (limited to 20 pupils), specially reserved for such children, under teachers specially approved by the Department for the purpose, the grant under Article 19 B. 1. (*b.*) and (*c.*) may be allowed as for an average attendance of 50, or any less number that the Department, having regard to the circumstances of the case, may determine.

(*b.*) Application shall be made to the Department beforehand for the recognition of any such special class, and a separate return of the attendances thereat shall be made.

(*c.*) No child shall be admitted to the special class except upon the certificate of a duly qualified medical practitioner, approved by the Department, that the child in question is "defective" or "epileptic," and provision must be made for the subsequent medical examination of the children at such intervals as the Department may approve.

21. Where the scholars who have been enrolled in supplementary courses† with the approval of the Inspector (Article 29. I.) are suitably instructed singly, or collectively in classes of not more than 40, in the subjects of the Fifth Schedule and according to one of the courses of study outlined in the Sixth Schedule, or according to any alternative scheme ‡ specially submitted to and approved by the Inspector,

* By "defective" children shall be understood children who, not being imbecile, and not being merely dull or backward, are defective, that is to say, children who, by reason of mental or physical defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in such special classes as are mentioned in this article. By "epileptic" children shall be understood children who, not being idiots or imbeciles, are unfit by reason of severe epilepsy to attend the ordinary public elementary schools.

† See Circular Letter Number 374 of date 16th February, 1903.

‡ In rural schools, such schemes may provide for the instruction of selected pupils in one or more languages in addition to the subjects of the supplementary course, or in substitution for subjects under Schedule V. B, of Schedule VI. to such extent as may be sanctioned by the Inspector. Certification as to the degree of a pupil's proficiency in any language may be obtained by presentation at the Leaving Certificate Examination, and no entry as regards languages will be made on the Merit Certificate.

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Articles 21 (a.)-(c.) (2)

on behalf of the Department, a normal grant may be made of 50*s.* on the average attendance of children over twelve years of age enrolled in such courses. This grant may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths, for faults of discipline or instruction, for the omission of any essential portion of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

(*a.*) Grants cannot be claimed both under this Article and under Article 19 in respect of the same scholars, but where the Inspector is of opinion that the requirements of this Article as regards pupils enrolled in the supplementary course are not fulfilled, he may nevertheless recommend a grant on their account as if they formed part of the Senior Division of the school. Attendances of pupils under twelve years of age enrolled in the supplementary course shall be paid for at the rate allowed for the Senior Division of the School.

(*b.*) Grants will also be made for attendance of scholars (being over twelve years of age *) at approved courses of practical instruction, as follows:—

(1.) For attendance at a course of lessons in Experimental Science, at the rate of 12*s.* 6*d.* per 100 hours' attendance.

(2.) For attendance at a course of Manual Instruction or for the attendance of girls at lessons in Cookery, Laundry Work, Dairying, Dressmaking, or practical Household Economy, at the rate of 8*s.* 4*d.* per 100 hours' attendance.

The hours of attendance on which grant is claimed under this sub-section must not exceed a reasonable proportion of the total number of hours of instruction, and the Department reserves the right to disallow or to pay at a reduced rate attendances which are deemed to be excessive. An estimate of the probable number of hours of instruction must be submitted to H.M. Inspector beforehand for approval.

(*c.*) As a condition of the grants referred to in the foregoing sub-section the Department must be satisfied:—

(1.) That the accommodation provided for the purpose of any form of practical instruction is sufficient and suitable.

(2.) That the lessons are given by properly qualified instructors†, and are, as a rule, of not less than 1½ hours' duration in each case.

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* See Article 29. I. For the purpose of these grants, a pupil may be taken to be twelve years of age at the "fixed date" (preceding or succeeding) which is nearest to his twelfth birthday.

† A teacher of Cookery under this section must as a rule hold a certificate from a Training School of Cookery recognised by the Department.

A teacher of Woodwork and Metal-work must as a rule hold the teacher's certificate in these subjects of the City and Guilds of London Institute, of the Educational Handwork or Sloyd Association of Scotland, of the Board of Examinations for Educational Handwork, or of some other recognised examining body whose requirements, standard of examination, and mode of conducting the examination, are for this purpose approved by the Department. But in these and other subjects of practical instruction the Department may in special circumstances recognise teachers whose competence is otherwise proved to the satisfaction of the Department.

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(3.) That lessons for which these grants are claimed consist mainly of individual work on the part of the pupils, properly directed and supervised, and in general accordance with a scheme of work determined beforehand. No payment will be made on account of the attendances of pupils at any of these courses of instruction for more than one year unless the scheme of work provides for different and more advanced exercises in each successive year.

(4.) That, as a rule, not more than 18 pupils are taken at a time for a practice lesson by any one teacher.

(5.) But demonstration lessons in Cookery or in other subjects of practical instruction in which demonstration lessons are necessary or useful, may be reckoned as lessons for the purposes of this grant to a number not exceeding half of the total number of lessons given, provided that attendance at such demonstration lessons shall not be reckoned for more than 54 pupils at a time.

22. Where in any parish (or burgh in which the population does not exceed 10,000), in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, there shall be maintained at one or more centres sanctioned by the Department, a school in which at least one teacher shall be certified by the Inspector to be qualified to give efficient instruction in the subjects of the approved curriculum, and where, independently of such teacher, there shall be provided a staff which, after a deduction of 30 scholars from the average attendance, shall fulfil the requirements of Article 32 (*c*), to such a school a further grant may be made of 6*s*. calculated on the average attendance of the pupils over 10 years of age.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,* or in an Infant School, an Infant Division, or class for Defective Children (Article 20 II.), one hour and a half †;

(*a*.) Between the 1st of November and 1st of April, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together.

(*b*.) Two consecutive hours are reckoned as an attendance and a half in the case of—

(1.) Scholars who are employed under any half-time Act.

(2.) Scholars residing two miles or upwards from a suitable State-aided school.

(*c*.) No additional attendances shall be reckoned under sub-section (*b*) of this Article for any scholar who has not attended at least 200 times in the course of the school year; and the additional attendances shall be limited to such a number as, when added to the number of actual attendances, will give a total equal to three-fourths of the number of attendances which such scholar could have made during the year.

* This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or 5 to 10 minutes in a shorter meeting.

† Not including any time allowed for recreation.

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Articles 24-29 I. (b.)

24. Attendance of scholars at approved forms of physical exercise, or swimming lessons, under a competent instructor, or at any other form of instruction provided for in the time-table and approved by the Inspector as being of the nature of, or contributing to the efficiency of, the instruction under Article 19 A. 4, 5, 6, and 7 may be counted as school attendance for such number of hours as is shown in the time-table approved by the Inspector.

Should it be desired to count as school attendance attendance at special lessons occurring irregularly, and not provided for in the time-table, due notice of the time and place of such lessons shall be given to the Inspector, and his approval obtained. Sanction under this Article for visits to museums, or for any form of out-door lessons, will not, as a rule, be given, except in the case of approved forms of physical exercise, for more than 18 scholars at a time, under the charge of one teacher.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18 years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. *Lapsed Article.*

28. *Lapsed Article.*

29. I. A scholar who in the ordinary course of school promotion has been placed in the highest class of the Senior Division of the School, and has been in regular attendance at that class for not less than six months, upon being certified by the teacher of the class and by the headmaster of the school to be of good proficiency in the work of the class, may be presented to the Inspector for approval of his enrolment in a supplementary course (Article 21) or a Higher Grade Department (Chapter IX.), and the Inspector may, if he is satisfied that the work of the class shows sufficient advancement, and after such examination of individual candidates as he may think fit, authorise such enrolment for the purpose of the award of a grant under Article 21 or Chapter IX. of the Code.* Provided always, that it shall be in the power of the Inspector to withhold such authorisation as regards the whole of the candidates, upon any sufficient evidence that due care has not been exercised in the promotion of scholars in the various classes of the school, or that the selection of candidates for presentation under this Article has been improperly or carelessly made.

A pupil presented as aforesaid will be expected—

(*a.*) To read at sight, with good pronunciation and with intelligent phrasing, narrative prose of moderate difficulty.

(*b.*) To write to dictation with good spelling and legible and regular hand-writing, a narrative passage previously unseen.

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* Enrolment for the purposes of these grants must be made from certain fixed dates (not more than three) proposed by the Managers and sanctioned by the Department. These dates, when selected, must be adhered to for a series of years. In default of any special application by Managers, these dates will be taken to be the 1st of August, 1st of January, 1st of April, or the next following days on which the pupil is in attendance.

Pupils may be enrolled at these dates after approval by the Inspector, and pupils who are otherwise qualified, except as regards approval by the Inspector, may be provisionally enrolled subject to confirmation by the Inspector at his next visit. Managers will be responsible for directing the attention of the Inspector to any cases of provisional enrolment since the date of his preceding visit, and no such enrolment will be deemed to be valid except when in accordance with a schedule signed by him.

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(c.) To answer questions as to the subject matter of and the meaning of words and sentences in the reading books in use in the class; these answers, when necessary, to be expressed in complete sentences or in a consecution of sentences.

(d.) To write a composition, the heads being given, or to give in writing the substance of a passage read.

(e.) To know the four rules of arithmetic as applied to whole numbers, easy vulgar fractions, and decimals to three places, and to be expert in applying this knowledge to the calculation, both mentally and on paper, of simple sums in money and in the common weights and measures.

(f.) To be reasonably proficient in the other subjects included in the approved scheme of work of the class.

II. A Certificate of Merit will be granted to any scholar over fourteen years of age at a certain fixed date* who, after enrolment in a supplementary course of study with the approval of the Inspector, as aforesaid, has followed that course for not less than a year, remains at school till the said fixed date, is certified by the headmaster to be of good character and conduct, and is shown to the satisfaction of the Inspector to have made good progress in the studies of the approved course. Each pupil enrolled in a supplementary course shall keep an individual record of the work done by him, to be submitted to the Inspector for verification and test at any of his visits, and being vouched for by the teacher, to be made the basis of entry upon the merit certificate.

30. If the sanitary authority of the district in which the school is situated, or any two members thereof, acting on the advice of the Medical Officer of Health, require either the closure of the school in whole or in part or the exclusion of certain children for a specified time, with a view to preventing the spread of disease or any danger to health likely to arise from the condition of the school, such requirement must at once be complied with, but after compliance appeal may be made to the Department if the requirement is considered unreasonable.

31. *Lapsed Article.*

Reduction of Grant.

32. The amount which may be claimed by the managers (Articles 19, 21, and 22, and Chapter IX.) may be reduced,†—

(a.) If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year (Article 11), by its excess above the income‡ of the

* See preceding note to this Article. For the purpose of the award of a Merit Certificate, a candidate may be taken to be 14 at the "fixed date" preceding or at that succeeding his fourteenth birthday, whichever is the nearer. Intimation should be made to the Inspector on the appropriate form at the beginning of each term, of any candidates to whom it is proposed to award certificates at the close of that term, and if the Inspector signifies that he will be unable to visit the school during that term, exercise books and any other available evidence of the candidates' proficiency must be forwarded to him, together with the schedules containing the teacher's recommendations, for his consideration and decision as to the award of certificates. Managers will be responsible in all cases for due presentation of the evidence of proficiency, and for obtaining the Inspector's confirmation of the proposed award of certificates.

† The conditions of this Article do not apply to grants under Article 19 D. or Article 20, nor to the grants for drawing under Article 19. B. 4.

‡ *See* Elementary Education Act, 1876, sections 19 (1) and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools, or a small expenditure on a school library; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, interest on, or repayment of, loans (Education (Scotland) Act, 1872, § 45), or any outlay on the premises beyond the cost of ordinary repairs or any outlay for other purposes not recognised by the Department as educational.

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Articles 32 (*b.*)-(*c.*)

school from all sources whatever, other than the grant *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception:—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness "where a School rate of not less than 3*d.* in the pound on the "rateable value of the parish has been levied" (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889), this Article will not be enforced.

(*b.*) By not less than one-tenth nor more than one-half in the whole upon the Inspector's report for serious defects, either in organization or classification, for faults of instruction, including instruction of pupil-teachers, discipline, or registration, on the part of the teacher, or for failure on the part of the managers to exercise due care in the supervision and verification of the registers, for overcrowding or defective ventilation of class-rooms, or for untidy state of rooms or offices, or (after six months' notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the Inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

(*c.*)—1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 25 (or fraction of 25) scholars over three years of age in average attendance, after the first 50,—

A deduction, at the rate of 1*l.* for the year, will be made on account of each of the first 15 scholars out of every 25 for whom a pupil-teacher is required but not provided.*

2. A certificated (Article 42) assistant teacher, is sufficient for a further average attendance of 60 scholars; an assistant teacher fulfilling the conditions of Article 79 (*a*) or (*b*), for 45 scholars; and an assistant teacher fulfilling the conditions of Article 79 (*c*), for 35 scholars, provided that the Department is satisfied as to the distribution of the staff as between the various classes, and that in no case are more than 60 children habitually under the charge of one teacher.

3. In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching needlework, is, if approved by the Inspector, accepted as equivalent to a pupil-teacher. Not more than one woman qualified under this section can be recognised in any one school, and the sanction of the Department must be obtained at the time of her appointment.

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* According to this rule,—

(1.) No pupil teacher is required when the average attendance does not exceed 50.

(2.) One pupil-teacher is required when it exceeds 50 but does not exceed 75.

(3.) Two pupil-teachers are required when it exceeds 75 but does not exceed 100, and so on, but see Article 70 (*g*).

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(*d.*) By one-twelfth for each month of interval between the employment of two certificated teachers (Article 17 (*d*)), unless due to some exceptional and unavoidable cause, intimated at the time and accepted by the Department as sufficient. This reduction is not made if the interval does not exceed *three* months, during which the school has been in charge of an uncertificated teacher.

(*e.*) Where a grant is payable for a school which has been closed, the amount of such grant shall not, as a rule, exceed the amount of the net outstanding liabilities on current account of the school at the time of its closing.

33. If the excess of scholars has arisen from increased attendance since the last settlement of the school staff (Article 39), the amount claimed by the managers is not reduced under Article 32 (*c*).

School Diary, Log-Book, &c.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17) (*f.*),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

(*c.*) A time table and scheme of work (Article 19 A. 8).

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

36. The principal teacher must make at least once a week in the log-book an entry which will specify the progress of the pupils, monitors, and pupil teachers, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, illness, visits of the compulsory officer, etc., which may require to be referred to at any future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log book.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the Inspector's annual report and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the —— class*, or *pupil teacher of the —— year*, or *assistant teacher*) of all teachers to be continued on, or added to, or withdrawn from the school staff according to the decision of the Department upon the Inspector's report. The correspondent or two of the managers must sign this entry, which settles the school staff for the year (Article 11). Any report of a visit without notice which may be communicated by the Department to the managers should also be entered in the log-book.

40. The Inspector may call for the log-book and portfolio at any visit and will report whether they appear to have been properly kept. He will specially refer to the entry made pursuant to Article 39, and he will require to see entries accounting for any subsequent change in the school staff. He will also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

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Articles 41–47 II. (b.)

CHAPTER III.

TEACHERS.

41. The recognised classes of teachers are,—(*a.*) Certificated teachers (*b.*) Provisionally certificated teachers. (*c.*) Assistant teachers (*d.*) Pupil-teachers.

Lay persons alone can be recognised as teachers.

Teachers' Certificates, and Probation.

42. In order to obtain certificates, candidates must either complete two or more years of training as King's Scholars or King's Students to the satisfaction of the Department, or pass in second year's papers at the Certificate Examination (Article 47. II.), and must undergo probation by actual service in school (Article 51).

43. Candidates trained as King's Scholars in Training Colleges or as King's Students under Local Committees must follow a curriculum* approved by the Department, and receive instruction in each subject of such curriculum, either at University Classes or in accordance with a syllabus submitted to and approved by the Department. The character of the work and attainments of each candidate must be recorded, and will be tested in such manner as may be prescribed by the Department, who will determine, on the completion of the period of training, whether or not a certificate may be conditionally granted.

44. An examination for candidates other than King's Scholars and King's Students will be held on Monday, 2nd July, and following days, at such centres as may be necessary.

The corresponding examination held by the Board of Education is accepted as equivalent to the Scotch examination.

45. A syllabus of the subjects of examination may be had by candidates for examination or School Managers on application to the Department.

46. The names of all candidates must be notified to the Department before the 1st of May.

This rule will be strictly enforced.

†47. I.—The examination in first year's papers is open to candidates who are upwards of 20 years of age on the 1st October next following the date of the Certificate Examination and have *either*—

been employed for not less than one year as provisionally certificated teachers (Article 60); *or*,

served as assistant teachers (Article 79), for at least 12 months, in day schools, approved by the Department, under certificated teachers, and obtained a favourable report from an inspector on their skill in teaching and reading.

II.—The examination in second year's papers is open to,—

(*a.*) (*lapsed article*).

† (*b.*) Candidates who have passed the examination in first year's

* The general requirements of the Department as to the curriculum to be followed will be found in the Circular Letter to Training Colleges and Local Committees, dated 30th August 1901 (*see* Appendix II.).

† This Article (read with Article 79) shows how persons who have not been pupil-teachers may qualify themselves for employment as teachers of public or State-aided schools.

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papers, and have subsequently, while in a situation as provisionally certificated teachers or assistant teachers (Article 60 or 79), obtained a second favourable report from an Inspector on their skill in teaching and reading. Articles 47 II. (c.), 50 (a.)

(c). Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training,* for not less than six months, in a day school, approved by the Department, satisfy the Inspector of their practical skill as teachers.

Candidates who at the time of the examination are not teachers of schools to which annual grants are or may be made, must be recommended by the managers of the school in which they last served.

No candidates will be recognised as certificated teachers until the Department is satisfied in the manner prescribed by the School Teachers Superannuation Rules (Scotland) of their age and physical capacity.

48 (a.) Graduates (Article 47 II (c)) are not required to take any papers save those on School Management (*i.e.*, the School Management paper for second year students, and a special paper for graduates) which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

(b.) The Department may accept in place of the school management paper and the special paper for graduates, a certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them. Candidates who desire to be recognised as certificated teachers under this Section cannot be so recognised until they have satisfied the Department of their physical capacity, and have produced satisfactory evidence as to age, in the manner prescribed by the School Teachers Superannuation Rules (Scotland).

49. A list is published showing the successful candidates for recognition as certificated teachers, arranged, in the case of those who attend the Certificate Examination, in three divisions in the first year, and three divisions in the second year.

50.† The relative proficiency of the candidates according to examination, and the nature of the professional training (Article 47) which they have received, are recorded upon their certificates.

(a.) Students who pass successfully through their course of training receive special mention thereof on their certificates.

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* This course may be taken (1) after graduation; (2) in the interval between two University sessions; or (3) during one of these sessions, in which case the student must attend the school selected for the purpose, for at least eight hours a week, for 24 weeks, and must take such part in the general work of the school as will enable him to become fully acquainted with its organisation and methods of teaching.

† *See* Footnote * on next page.

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Articles 50 (*b*)–55.

(*b.*) The second year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Article 51) in schools for infants, receive special mention thereof (stamp) on their certificates

51. Candidates for certificates, after fulfilling the preliminary conditions referred to in Article 42, must, if continuously engaged in the same schools, undergo a period of probation of at least one year and three months in schools to which annual grants may be made, or in a Training College. At the end of the school year in which this period is completed, a certificate will be issued, provided that the Inspector's report upon the work of the candidate, as ascertained at any visit or visits during the period of probation is favourable.

In cases where a teacher is appointed to another school before completing the period of probation, the change being due to causes approved by the Department the certificate will be issued at the end of the school year of the school in which he is then engaged which follows next after the completion of a probationary period of two years, provided that the Inspector's report upon his work is favourable.

Should the reports upon the candidate's work during the probationary period be unfavourable, the issue of the certificate may be delayed for such time as the Department may determine.

A like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories, will be accepted as fulfilling the conditions of this Article if it is reported by the proper Department in each case to have been satisfactorily completed.

52. Teachers who have completed two or more years of training as King's Scholars or King's Students to the satisfaction of the Department, or have passed in second year's papers at the Certificate Examination, may be recognised as certificated teachers from the first day of the month succeeding the close of their period of training, or of the Examination, as the case may be.

53.* Certificates are issued of three classes. No certificate is originally issued above the second class.

54.* Candidates who are placed by examination in the first division of the second year (Article 49), graduates examined under Article 47 II. (*c*) and certificated teachers who subsequently become graduates in Arts or Science of any University in the United Kingdom receive certificates of the second class, which can be raised to the first class by good service only.

(*a.*) Certificates remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports. For this purpose the Department may from time to time require from an Inspector a special report as to the work of any teacher.

(*b.*) No entries are made by inspectors on parchment certificates, but teachers are entitled to claim from the managers a certified copy of the Inspector's annual report as soon as it has been entered in the log-book.

55.* Candidates who are placed by examination in the second or third division of the second year (Article 49), receive certificates of the third class, which can be raised by good service only.

*** The subject of the examination for Teachers' Certificates of Candidates other than King's Scholars and King's Students is at present under Their Lordships' consideration, and the classification referred to in these Articles is to be regarded as provisional only.**

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Articles 56–70 (a).

56. All certificates issued after 1st April, 1899, to teachers who became certificated after that date, and the certificates of existing teachers who have accepted the Elementary School Teachers (Superannuation) Act, 1898, in terms of Section 5 thereof, shall expire on the holder attaining the age of 65, unless the Department, on grounds of special fitness, shall allow his service to continue for a further limited time.

Provisionally Certificated Teachers.

57. Provisional certificates do not entitle the teachers to have the charge of pupil teachers.

58–9. *Lapsed Articles.*

60. Pupil-teachers who have completed their engagement with credit and have passed in the first or second class in the King's Scholarship examination, or have passed in first year's papers at the examination for teachers' certificates, may, if specially recommended by the inspector, on the ground of their practical skill as teachers, be provisionally certificated (higher grade) for immediate service in charge of schools which have an annual average attendance of not more than 60* scholars; and pupil-teachers and others who satisfy the conditions of Article 79 may, with the special sanction of the Department, be provisionally certificated (lower grade) for immediate service in charge of schools which have an annual average attendance of not more than 40* scholars. Their continued recognition will be dependent on the report of the Inspector as to their fitness for such a post.

The provisional certificate is confined to an entry of the name in a register kept by the Department, and does not involve the issue of any certificate.

61. *Lapsed Article.*

62. The managers of several schools may combine to employ an organizing teacher to superintend the certificated teachers of these schools (*see footnote to Article* 32 (*a*)).

63-6. *Lapsed Articles.*

Reports of Managers and Inspector.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The Inspector reports of each school visited by him whether it is efficient in organization, discipline, instruction, and registration.

69. A certificate may, at any time, be recalled, suspended, or reduced if the certificate or report under Articles 67 and 68 is not satisfactory; but not until the Department has informed the teacher of the charges against him, and given him an opportunity of explanation.

Pupil Teachers and Monitors.

70. Pupil-teachers are boys or girls employed to serve in a day† school on the following conditions, namely:—

(*a.*) That the school is under the charge of a certificated teacher; that the premises and apparatus are suitable; and that the Inspector reports the school to be efficient in respect of organization,

* If this number is exceeded, no grant is paid, unless the excess of scholars has arisen from an increased attendance of children since the last settlement of the school staff (Article 39).

† Pupil-teachers may not be employed in Continuation Classes.

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Articles 70 (b.)-(d.) 2.

discipline, and instruction. The pupil-teachers must serve in the school under the superintendence of the principal teacher, and suitable arrangements must be made for their instruction either in central classes or otherwise.

(*b.*) At the date of their engagement the pupil teachers must be not less than 14 years (completed) of age, have obtained a certificate of merit (Article 29. II), have shown satisfactory proficiency in the work of a second year's course of a Higher Grade School or Department, or have the higher qualifications for engagement mentioned in the next paragraph. The engagement of a pupil-teacher should, as a rule, begin on the 1st July and end on the 30th June; the previous sanction of the Department must be obtained before any other course is followed. The engagement must be for two or for four years, unless shortened or lengthened under Article 70 (*d*).*

Candidates who are not less than 16 years of age may be engaged for a period of two years if they pass the examination for the end of the second year (Schedule I.), or, in addition to passing the preliminary examination (Schedule I.) have obtained a pass in the Lower Grade at the Leaving Certificate Examination in at least three subjects, of which one must be English (including History and Geography), one an ancient or modern foreign language, and one Mathematics.†

(*c.*) They must be of the same sex as the certificated teacher under whom they serve; but in a mixed school female pupil-teachers may serve under a master, and may receive instruction from him out of school hours (Schedule II. 5), on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

(*d.*) They must be presented for examination at such time and place as may be fixed.

1. Besides the preliminary examination, pupil-teachers will, as a rule, be required to pass two examinations only during their engagement, viz., at the end of the second year‡ and the King's Scholarship examination at the end of the fourth year. On the application of the managers, and with the sanction of the Department, the latter examination may be taken at the end of the third year, and the engagement shortened accordingly.
2. A pupil-teacher who fails to pass the examination at the end of the second year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will

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* Prospective candidates for engagement should be selected by the managers by competition from the monitors or elder pupils showing a general aptitude for the teaching profession, and until the vacancy actually occurs the selected candidates should receive special instruction relative to the requirements of the First Schedule.

† The following, if obtained previously to 1905, will be accepted in lieu of the pass in Mathematics:—
In the case of boys, a pass in Higher Arithmetic.
In the case of girls, a pass in Lower Arithmetic.

‡ The examination for pupil-teachers at the end of the second year of their engagement is held yearly on the last Saturday of May.

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no longer be recognised by the Department. If the cause of failure is accepted by the Department as sufficient, and if the managers are willing to extend the engagement for another year, the pupil-teacher may be again admitted to the examination at the end of the following year. Articles 70(d.)(3)-(f.)

3. The King's Scholarship examination may be deferred for a year, but in that case the engagement must be extended under paragraph 4 of the Memorandum of Agreement until the 30th June following, or failing such extension, the pupil-teacher must, until that date, attend a central school sanctioned by the Department as adequately equipped for the preparatory training.

4. The Inspector will, at one of his visits, and may, at any visit, examine all the pupil-teachers who are in or under the third year in Reading, Spelling, Recitation, Music, Drawing, and Teaching, and will report upon the sewing of the female pupil-teachers, and may also examine pupil-teachers who are not in the second or fourth year of their engagement in any of the subjects of instruction contained in Schedule I.

5. A pass in the Lower Grade at the Leaving Certificate Examination in at least three subjects, of which one must be English (including History and Geography), one an ancient or modern foreign language, and one Mathematics*, will exempt a pupil-teacher from examination at the end of the second year, except in Reading, Spelling Recitation, Music, Teaching, and, in the case of female pupil-teachers, Needlework.

6. A pupil-teacher who has (*a*) obtained a pass in the Higher Grade at the Leaving Certificate Examination in at least three subjects of which one must be English (including History and Geography), one Mathematics†, and one an ancient or modern foreign language, *or* who has (*b*) passed the preliminary examination in any of the Scottish Universities, and has obtained a satisfactory report in Reading, Recitation, Drawing, and Teaching, and (for girls) Needlework, may be reckoned as having passed the King's Scholarship examination in the first class, and is therefore eligible to be proposed for admission by the authorities of a Training College (Article 95). Special application for exemption under this Article must be made to the Department not later than the 1st September preceding the date at which it is desired to enter a Training College.

(*e.*) They must each year produce such certificates of health, character, and conduct as are specified in Schedule I.

(*f.*) The managers must enter into an agreement in the terms of the memorandum in the Second Schedule to this Code. A copy

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* See Footnote † to Article 70 (*b*).

† In the case of girls the following will be accepted in lieu of the pass in Higher Mathematics :—

A pass in Lower Mathematics, if obtained subsequently to 1904 ;

or

A pass in Higher Arithmetic, or Lower Mathematics with Higher Arithmetic if obtained previously to 1905.

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Articles 70 (g.)-74.

of this memorandum is sent to the managers for every candidate approved by the Department, and unless it is duly completed the pupil-teacher does not satisfy Article 32 (*c*). A time table shewing the hours at which instruction in terms of the Memorandum of Agreement is given to the pupil-teachers of a school shall be forwarded to the Inspector along with the time-table required by Article 19. A. 8.

(*g.*) That not more than *two* pupil-teachers (or *three*, if one be under Article 19. B. 7.) are engaged in any Division of the school for every certificated teacher serving in that Division.

(*h.*) Two *stipendiary monitors* will be allowed—

1. In place of a *third* pupil-teacher required by Article 32 (*c*); or
2. If less than three pupil-teachers are required by Article 32 (*c*), to fill, for two years, the place of *one* of them.

(*i.*) *Stipendiary monitors* must—

1. Be not less than 13 years of age at the date of their appointment;
2. Have obtained a Certificate of Merit under Article 29. II., or, in default thereof, be specially recommended by the Inspector.
3. Be paid a stipend fixed by the managers.
4. Assist for not more than three hours each day in the school, receiving during the rest of the school hours special instruction either by themselves or in one of the higher classes of the school.

71. The Department is not a party to the engagement, and confines itself to ascertaining, prior to the engagement of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination has been passed, or proper arrangements have been made for the instruction of the pupil-teacher.

(*b.*) Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher, or stipendiary monitor, which occur in the course of any year (Article 11) must not be filled up until the Inspector has reported as to the qualifications of the candidate.

74. The candidate or candidates for such vacancies must be engaged in the meantime by the week only as *temporary monitors*, and the memorandum of agreement (Article 70 (*f*)) will not be issued by the Department to the managers until the Inspector's report has been examined.*

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* *See* note * to Article 70 (*b.*)

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75. *Temporary monitors* engaged by the week, pursuant to Article 74, for the supply of pupil-teacherships which have become vacant during a current year (Article 11), satisfy Article 32 (*c*), provided—

(*a.*) That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination prior to permanent engagements; and

(*b.*) That the vacancies were duly reported to the Department (Article 17 (*e*)) and were occasioned by causes accepted by the Department as satisfactory.

76. Except in the cases provided for by Article 75, each vacancy in a pupil-teachership during a current year (Article 11) works a forfeiture under Article 32 (*c*).

77. *Lapsed.*

78. At the close of their engagement* pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may become assistants in schools (Article 79), or may be provisionally certificated for immediate service in charge of small schools (Article 60), or they may be recognised as King's Students (Article 96), or may be admitted into a training college (Article 95), at the commencement of the next session.

Assistant Teachers.

79. (*a.*) Candidates who have passed the King's Scholarship examination in the first or second class, or have passed in first year's papers at the examination for teachers' certificates;

(*b.*) Graduates of any University in the United Kingdom;

(*c.*) Candidates who have passed the King's Scholarship examination in the third class, and persons over 18 years of age who have passed examinations recognised by the Department;†

may serve as assistants in schools in place of pupil-teachers.

Persons who have previously been recognised as assistant teachers may continue to be recognised as such.

80. Assistants cease to fulfil the conditions of Article 32 (*c*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher,

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* Pupil-teachers who leave their school before the completion of the full term of their engagement, as specified in the Memorandum of Agreement (Article 70 (*f*)), will not be recognised under Article 60 or 79.

† The examinations recognised at the present time are:—

(1) Certificates of pass at the Leaving Certificate Examination of the Scotch Education Department; provided that a pass in the Higher Grade is obtained in at least three subjects, of which one must be English, (including History and Geography), one Mathematics (or, for girls, Higher Arithmetic, or Lower Mathematics with Higher Arithmetic, if obtained in the examination of 1904 or any prior examination, or Lower Mathematics if obtained subsequently to 1904), and one an ancient or modern foreign language.

(2) The Preliminary Examination in any of the Scottish Universities.

(3) The Oxford Local Examination for Senior Students.
The Oxford University Examination for Women.
The Cambridge Local Examination for Senior Students.
The Cambridge Higher Local Examination.
The University of London Matriculation Examination.
The Durham Examination for Certificates of Proficiency in General

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Articles 81-83 (c.). of their school, satisfactory certificates of conduct and attention to duty. They will be required to produce such evidence of continued study, as may be from time to time prescribed.

81. A vacancy caused by the withdrawal of an assistant in the course of any school year (Article 11) may be supplied by the appointment of temporary monitors, pursuant to Articles 74 and 75, or of another assistant, qualified according to Article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

(a.) Assistants are counted as part of the school staff (Article 39) from the date at which their appointments are notified to, and approved by, the Department.

CHAPTER IV.

TRAINING OF TEACHERS.

Grants.

83. (a.) Grants are made to training colleges, which are institutions for the training of candidates for the office of teacher, having practising schools connected with them in which the students may learn the practical duties of their profession. In some cases the students are boarded and lodged in connexion with the institution.

(b.) Grants are also made for the training of students (hereinafter called King's Students) who may attend a Scottish University, or University College, approved by the Department, under the authority of a local committee,* who will be responsible for the discipline and moral supervision of the students, for their regular attendance at professorial or other lectures, and for their practical training in a school approved by the Department.

(c.) The period of training is ordinarily for two years, except for those admitted to the training colleges under Article 95 (b). But an additional year's training may be allowed on the application of the authorities of the training college, or of the local committee, as the case may be. The consent of the Department will only be given in the case

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Education, provided that passes are obtained in the three necessary subjects and four optional subjects.
The Durham Local Examination for Higher Certificate.
The Durham First Public Examination for the degree of B.Litt.
The University of Dublin Matriculation Examination.
The Edinburgh Local Examination for Senior Certificate.
The Aberdeen Local Examination for Senior Certificate.
The Aberdeen Higher Certificate for Women.
The St. Andrews L.L.A. Examination for Women;

provided that the Certificate obtained in each of the examinations mentioned in (3) includes a pass in at least three subjects, of which one must be English (including History and Geography), one Mathematics, and one an ancient or modern foreign language, or that the Department is otherwise satisfied as to the qualification of the candidate in these subjects.

(4) Any corresponding or higher examination approved for the purpose by the Department.

* Under the Department's Minute of 30th January, 1905, the functions of these local committees have been taken over by the Provincial Committees for the Training of Teachers in connection with the Universities, established by that Minute.

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Articles 83 (*d.*) -89 (*b.*)

of students of special merit for whom special educational opportunities are offered. Such additional year's training may, upon the application of the authorities, and with the consent of the Department, be taken in whole or in part elsewhere than at the training college or University which the King's Scholar or Student has previously attended.

(*d.*) Grants are also made for the further instruction of certificated teachers and assistant teachers (Art. 79) in Drawing, Experimental Science, Modern Languages, Cookery, Woodwork, School Gymnastics, or Military Drill, or such other subjects approved by the Department, as may form part of the curriculum of a Public School in receipt of Parliamentary Grants, or of a Higher Grade School.

84. No grant is made to a training college unless the Department is satisfied with the premises, management, and staff, nor in respect of University King's Students, unless the Department is satisfied with the arrangements made by the local committee, and with the provision for the professional training of such students.

85. Annual grants are made to practising schools (Article 83 (*a*)) on the same conditions as to other schools.

86. Grants are placed to the credit of each college of £100 for every master, and £70 for every mistress, who, having been trained in such college as a King's scholar during two years, completes the prescribed period of probation and becomes qualified to receive a certificate in terms of Article 51.

87. An additional grant of half of each of these amounts is placed to the credit of the college for each master or mistress who has received a third year's training, and for each teacher admitted and trained under Article 95 (*b*).

88. The annual grant to each college is paid out of the sums standing to its credit (Articles 86, 87) at the beginning of the year, after the adjustment under Article 90 (*c*).

Exception:—

This article is not applied to a college or (subject to the approval of the Department) to an extension of a college for the first five years during which grants are made to it.

89. The grant must not exceed—

(*a.*) 75 per cent. of the actual expenditure of the college for the year, approved by the Department and certified in such manner as the Department may require, *plus* 75 per cent. of such a sum as, when added to the bursaries paid to the King's scholars by the managers of the college, will make up the sum of £23 for each non-resident male, and £17 for each non-resident female, King's scholar.

(*b.*) £50 for each male, and £35 for each female, King's scholar, attending for continuous training throughout the year for which it is being paid.*

* This limit is exclusive of expenditure incurred upon the instruction of the scholars in Science and Art.

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Articles 90-91. (*d.*)

In the case of third year students studying elsewhere than at the college, and in receipt of an allowance from the college approved by the Department, 75 per cent. of such allowance will be substituted for the sums of £50 and £35.

90. The annual grant to each college is paid as follows:

(*a.*) An instalment of £12 (males), or £8 (females), is paid on 1st March, 1st June, and 1st September, in respect of every King's scholar attending for continuous training throughout the year.

(*b.*) Part of the instalment of the 1st of September may be suspended, if payment of the full amount then due would cause the limit under Article 89 (*a*) to be exceeded.

(*c.*) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Department.

91. Grants to Local Committees for the training of King's Students (Article 83 (*b*)) may be made:—

(*a.*) In respect of the expenditure incurred by the Committee in providing instruction and training for the students according to the Scheme approved by the Department, provided that such expenditure is proved to the satisfaction of the Department to be necessary;

(*b.*) In respect of the maintenance allowances made by the Committee to King's Students under their charge, provided that such allowances are made upon conditions, and according to a scale previously submitted to, and approved by, the Department.

The total amount of grant under (*a*) and (*b*), conjointly, shall not exceed the sum of £35 for each male, and £30 for each female King's Student, calculated upon a certain fixed number in the case of each Committee; but, provided this amount is not exceeded, additional King's Students may be enrolled at the discretion of the Committee.

Instalments of the grant may be paid to the Local Committee, at such times as may be determined, upon production of a certified list of the King's Students enrolled for training throughout the year, and attending classes of the University, or University College, with which the Local Committee is connected. The balance of the grant will be adjusted as soon as the Committee's accounts for the year ending 31st July have been closed, audited, and approved by the Department.

(*c.*) *Lapsed.*

(*d.*) Where courses are established by County Councils or other Local Authorities, either within their own area, or at an approved technical college or other central institution, for the further instruction of teachers, as in Article 83 (*d*), according to a scheme approved by the Department, and under instructors whose competence for this special work is proved to the satisfaction of the Department, there shall be paid a grant amounting to not more than three-fourths of the actual expenditure upon the classes

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after deduction of the income from fees, provided that such expenditure is duly set forth in properly audited accounts and is approved by the Department. Articles 92 (a.)-95.

If the Department, having regard to the existing provision for the further instruction of teachers in the district, and other circumstances of the case, deem it expedient so to do, they may recognise any School Board or other educational authority recognised under the Code as a "Local Authority" for the purposes of this Article.

Qualifications for Admission into Training Colleges.

92. (*a.*) An examination of candidates for admission to Training Colleges, called the "King's Scholarship Examination," will be held at each college and at such other centres as are necessary, on the 11th December and three following days.

The names of all candidates must be notified to the Department before the 1st of October.
The corresponding examination held by the Board of Education is accepted as equivalent to this examination.

(*b.*) The examination extends to the subjects required in the course of a pupil-teacher's engagement (Schedule I.).

A syllabus may be had on application to the Secretary, Scotch Education Department, 55, Whitehall, S.W.

93. The candidates attending the examination must be either pupil-teachers entering for their final examination under Article 70 (*d*), or, not having been pupil-teachers, persons over 18 years of age on the 1st of October next following the date of the examination. This article will apply to pupil teachers whose engagements may have been determined under section 6 of the memorandum of agreement (Article 70 (*f*)), without discredit to themselves, and for reasons approved of by the Department.

(*a.*) Candidates attending at any training college, or at any University or University College with which a local committee is connected, are selected and admitted to the examination by the authorities of the training college or the local committee, on their own responsibility.

(*b.*) Candidates who are not examined at any training college will be required to attend at centres of which they or the managers of their schools will be informed by the Department.

94. The successful candidates are arranged in *three* classes in order of merit.

95. No student may be admitted to a training college who was less than 18 years of age on the 1st October next before the date of admission. Subject to this condition, the authorities of each college may propose to the Department for admission*:—

* Applications for recognition under Article 95 (*a*) (2) and (3) must be made to the Department not later than the 1st of September before the date of admission.

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Article 95 (a.)–(d.)

(a.) (1) Any candidate who has obtained a place in the first or second class in the King's Scholarship Examination (Article 94) or who—

(2) has passed the preliminary examination in any of the Scottish Universities; or

(3) has obtained a pass in the higher grade at the Leaving Certificate Examination in at least three subjects of which one must be English (including History and Geography), one Mathematics*, and one an ancient or modern foreign language;

and who has obtained a satisfactory report upon his or her practical skill in teaching, and, in the case of girls, in needlework.

If the number of candidates applying for admission is larger than the number of vacancies in any college, the candidates should be admitted in order of merit according to the class list (Article 94) But the authorities of a training college may reserve a certain number of places for candidates qualified under paragraphs (*a*) 2 and (*a*) 3 of this Article.

(*b*) Without examination, any certified teacher who has not previously been trained during two years, and who wishes to enter the college for a year's training in the course prescribed for the second year; or a graduate of any university in the United Kingdom.

(*c*.) King's Scholars may, with the consent of the authorities of their training college, attend one or more of the classes in a Scottish University, and the authorities of the training college may, during the university session, dispense with their attendance at college, each day, for such time as they may deem necessary.

(*d*.) The University matriculation and class fees of King's Scholars who have passed the preliminary examination at any of the Scottish Universities, or who have passed at the Leaving Certificate Examination in the subjects exempting them from that examination may, during each year of their instruction in such college (including a third year if they have been specially recognised for a third year of training under Article 83 (*c*)), be treated as part of the college expenditure under Article 89†.

During the additional year recognised under this Article the university instruction may be obtained at any institution previously approved by the authorities of the training college and sanctioned by the Department, provided that the total fee reckoned as a part of the college expenditure under Article 89 does not exceed £12.

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* See footnote † to Article 70 (*d*) (6).

† The case of candidates who have qualified for admission to University classes under the conditions of previous Codes will be regulated by the terms of these Codes.

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96. A local committee may propose for recognition as a King's Student any candidate who was not less than 18 years of age on the 1st October next before the date of admission as a King's Student, and Articles 96-117.

(*a*) who has passed the preliminary examination in any of the Scottish Universities; or

(*b*) who has obtained a pass in the higher grade at the Leaving Certificate Examination in at least three subjects of which one must be English (including History and Geography), one Mathematics* and one an ancient or modern foreign language,

and who has obtained a satisfactory report upon his or her practical skill in teaching, and, in the case of girls, in needlework.

The number of King's Students to be recognised under the authority of each local committee will be fixed by the Department upon the receipt of an application from the local committee, which must be received by the Department not later than the 1st June in each year, and must state the number of King's Students for whom they desire recognition.

97. Before candidates are admitted as King's Scholars, or recognised as King's Students—

(*a.*) The medical officer of the college or local committee, or a medical officer recognised under the Elementary School Teachers (Superannuation) Act, 1898, must certify the state of their health to be satisfactory, and that they are free from serious bodily defect, or deformity; and,

(*b.*) They must sign a declaration signifying that they intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 51.

98. The authorities of each college and the local committees settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Department will refuse to grant teachers' certificates (Article 53) to such candidates, or to admit them to probation for certificates (Article 51).

100-12. *Lapsed Articles.*

CHAPTER V.

Labour Certificates.

113–117. *Lapsed Articles.*—The provisions of these Articles are superseded by the Education (Scotland) Act, 1901, which prescribes the conditions under which total or partial exemption from the obligation to attend school may be granted by School Boards to children under 14 years of age.

* See footnote † to Article 70 (*d*) (6).

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Articles 113-118 (6.)

CHAPTER VI.

PENSIONS.

118. A limited number of pensions will be granted to teachers who were employed in that capacity as principal or assistant teachers at the date (6th August, 1872) of the passing of the Education (Scotland) Act, 1872:—

(1.) The proposed pensioner must—

(*a.*) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(*b.*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

(*c.*) Have, as a rule, been employed continuously since the 6th of August, 1872, as principal or assistant teacher in elementary schools, or in training colleges.

(*d.*) Be recommended by His Majesty's Inspector, and the managers of the schools served in.

(*e.*) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) As a rule, pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) No pension may be granted to teachers who, in the exercise of their option under Section 5 of the Elementary School Teachers (Superannuation) Act, 1898, have accepted that Act in the prescribed manner.

Provided that, if a teacher who has accepted the Act is proved, to the satisfaction of the Department, to be unable to qualify for an allowance under the Act, he may be granted a pension under this Article not exceeding £20 per annum.

(4.) As a rule, no pension will be granted to a teacher over 65 years of age on whose behalf application for a pension was not made before he attained that age, or within three months after his attaining it.

Provided that, where application for a pension is made in terms of this Article, the Department may, on account of the teacher's special fitness, and on the application of the managers, allow his service to continue for a further limited time.

Where a pension is not granted, the applicant's status as a certificated teacher will not be affected by reason of his having attained the age of 65 years, or any greater age.

(5.) Applications for a pension will be received only from the managers of the school, or training college, in which the teacher is serving at the date of retirement.

(6.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

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(7.) The maximum number and value of pensions receivable at one time, in Scotland, will be as follows:— Articles 118 (7.)—121 (*b.*).

		£
83	7 pensions of 30*l.* each	210
	31 pensions of 25*l.* each	775
	45 pensions of 20*l.* each	900
		1,885
	Donations and special gratuities (each year)	100
		£1,985

But this limit of the number of pensions shall not affect the claims of teachers who were employed before August 1851.*

(8.) The pension will be paid half-yearly, on certificates proving identity and good behaviour.

CHAPTER VII.

Technical Schools.

119. A school board may resolve that it is expedient to establish a technical school as defined by the Technical Schools (Scotland) Act, 1887.

Any such resolution may refer to a day or an evening school, and to a school or a department thereof; but each resolution must refer to one school or department only.

120. Before steps are taken to carry out that resolution—

(*a.*) The resolution must be published at least once in not less than two newspapers circulating in the district.

(*b.*) The resolution must be confirmed at a meeting of the school board held not earlier than one month after its first publication.

(*c.*) After such confirmation by the school board the resolution must be submitted to the Scotch Education Department and confirmed by a minute of that Department.

121. In submitting such resolution to the Scotch Education Department the school board shall furnish such information as is required by the Department, and in particular shall state—

(*a.*) The circumstances connected with the industries of the district and the means already available therein for technical instruction, upon which the proposal is based.

(*b.*) The subjects which are to be taught in the school.

* Minute of 16th June 1884.

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Articles 121 (c.)-130.

(c.) The scale of fees to be charged in the school.

The school board shall also furnish a sketch plan of the premises which it is proposed to erect or to employ for the technical school, and shall state whether it is proposed to apply for a loan.

122. If the resolution is confirmed by minute of the Scotch Education Department, the school board may proceed to establish the technical school.

123. Any modification of, or addition to, the list of subjects taught in the school must be submitted for the approval of the Scotch Education Department.

124. A separate account shall be kept of the fees derived from the technical school, and of all payments from the school fund on account of the school.

125. Attendance at a school or department established under the Technical Schools Act shall not be deemed to be attendance for the purpose of any grant under this Code.

126. If two or more school boards resolve to combine together for the purpose of providing and maintaining a technical school, the procedure shall be the same as that laid down in the preceding articles for a single school board.

CHAPTER VIII.

Relief of Fees.

127. Sums of money are annually paid to the Scotch Education Department under the Local Taxation (Customs and Excise) Act, 1890, and, in certain contingencies, under the Education and Local Taxation Account (Scotland) Act, 1892, for distribution by that Department towards relief from the payment of school fees in State-aided schools in Scotland.

128. The amount so available, together with any sums voted by Parliament for the same purpose, shall be distributed to school boards in respect of the public day schools under their management which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict. c. 62. s. 67), and to the managers of other day schools conditionally entitled to share in that grant, provided that such school boards and such managers shall conform to the conditions hereinafter set forth.

129. The distribution shall be made in respect of each financial year ending on the 31st of March, and shall be made in proportion to the average attendance of each school upon which annual grant was paid for the school year ended during the twelve months immediately preceding the 1st of March in such financial year.

130. The Department, upon such conditions and upon being furnished with such information as it may require, may, at certain dates between 1st April and 31st March in each financial year make one or more payments on account of the amount accruing to each school under the preceding article.

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Articles 131 138

131. The full amount due to each school shall be calculated as soon as may be after the total average attendance at all the schools entitled to share in the grant during the prescribed period shall have been ascertained.

132. After the average attendance at all the schools entitled to share in the grant shall have been so ascertained, the Department shall, as soon as may be, calculate the amount due in respect of each scholar, and shall thereafter pay to each school the amount due to such school, over and above such payment or payments on account as may have already been made.

133. The following conditions shall be observed by the managers of all State aided schools sharing in the grant in respect of such schools, and by the school boards in respect of the school provision in the public schools of their district :—

No fees shall be exacted from scholars who are between 3 and 15 years of age.

134. A school board, with the sanction of the Scotch Education Department, and after supplying a sufficient number of schools in which relief from the payment of fees shall be given in accordance with Article 133, may maintain a certain number of schools in which fees are charged to infants and in all or any of the classes.

135. A copy of the regulations as to relief from the payment of school fees, applicable to each school, as approved by the Scotch Education Department, shall be publicly exhibited in each school.

136. In the case of a school board, the payments due in respect of all the schools under the management of the board may be made to the Treasurer of the school board.

137. Any school which may after the 1st of April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant, shall be entitled to share in the Fee Grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER IX.

Higher Grade Schools.

138. Where a special staff of duly qualified teachers is provided for the instruction of pupils approved by the Inspector in terms of Article 29 I., at the rate of one for every 30 or fewer pupils on the roll, and where a well defined course of instruction, approved by the Department and extending over not less than three years, is given, such school or department may be recognised as a Higher Grade School or Department. As a rule, such a course must provide for the instruction of all the pupils according to a well-graduated scheme in the following subjects, viz.—English (including History and Geography), Mathematics (including Arithmetic),

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Articles 138-141.

at least one language other than English, and Science and Drawing according to a scheme approved for the Leaving Certificate Examination in these subjects. The instruction in each subject should follow the lines indicated in Appendix No. 4*.

139. Pupils who have completed a three years' course according to the approved scheme, and have qualified for the award of an Intermediate Certificate, except as regards the requirement of a pass on the Higher Grade standard in some subject of the course, may either continue their studies on the lines of their previous general course or may receive an education which is either predominantly scientific and technical, or predominantly commercial, or is specially suited for girls (Household Management Course).

140. In all cases the Department must be satisfied that the school possesses the necessary provision of class-rooms, laboratories, and workshops.

141. The requirements of Article 19 A. 2. 4. 8. 9. and 10, shall apply also to Higher Grade Schools.

142. Where an Inspector reports that the conditions of Article 19. A. 4 have been observed, and that a satisfactory course of instruction is being given in accordance with the foregoing requirements, grants may be made as follows :—

(*a.*) On the average attendance of pupils over twelve years of age enrolled with the approval of the Inspector (Article 29. I.) in a recognised first year's course, 2*l.* 10*s.*

(*b.*) On the average attendance of pupils who, having completed a first year's course, are now pursuing an approved second year's course, 3*l.* 10*s.*†

(*c.*) On the average attendance of pupils who, having completed a second year's course, are pursuing their studies according to the scheme for the third year's course, or, being qualified as prescribed in Article 139, are receiving further instruction according to an approved scheme, 4*l.* 10*s.*†

143. In all the courses payment may be made for practical instruction, which is in accordance with the general aim of the course, on the conditions and at the rates specified in Article 21 (*b*) and (*c*).

144. The grants under Article 142 may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths for faults of discipline or instruction, for non-fulfilment of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

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* Higher Grade Schools or Departments recognised in terms of former Codes may, if so desired, continue to give instruction (for a further limited time) according to the scheme already approved for the school, and in such cases the terms of Articles 139 and 140 of the Code of 1904 shall apply.

† A grant at the higher rates specified in Articles 142 (*b*) and (*c*) will not be paid on the attendances of any pupil who has not been in attendance for at least six months at the preceding course.

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145. For every Higher Grade School or Department, separate accounts must be kept, and the managers will be required to furnish a balance sheet showing clearly the income and expenditure of the school as a unit, independently of any junior or preparatory school with which it may be connected.

146. A general register of all pupils of a Higher Grade School shall be kept, showing the date at which they were enrolled with the approval of the Inspector, the course followed and the number of attendances in each year.

Separate registers shall be kept of the attendances of the pupils of each year, and also of attendances at any classes of practical instruction.

147. Where in any parish (or burgh in which the population does not exceed 10,000) in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, a school which satisfies the conditions required by the Department for a Higher Grade School or Department is recognised by the Department as fulfilling the conditions of Article 22, a grant of 10*s.*, calculated on the average attendance of scholars in such Higher Grade School or Department, may be made in addition to any grants which may be earned under Articles 142 and 143.*

148. No grant other than those specified in this Chapter may be made on account of scholars in a Higher Grade School or Department, except the Grant in Relief of Fees, the General Aid Grant, and in Voluntary Schools, the Aid Grant under Chapter X.

149–153. *Lapsed Articles.*

CHAPTER X.

Aid to Voluntary Schools.

154. Under the provisions of the Education (Scotland) Act, 1897, a sum of money is annually paid out of moneys provided by Parliament to the Scotch Education Department for aiding Voluntary Schools in Scotland. The Aid Grant shall be distributed amongst the managers of Voluntary Day Schools in Scotland in the manner, and on the conditions, set forth in the following Articles; and for the purposes of Article 32 (*a*) shall be deemed to be income derived from a source other than the Parliamentary Grant.

155. To the managers of each Voluntary Day School conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict., c. 62, s. 67), there shall be paid an Aid Grant equal to 3*s.* per head for the whole number of children in average attendance in the school provided that the accounts of the receipts and expenditure of the school shall be annually audited by a chartered accountant, a banker or bank agent, or some person specially approved by the Department.

156. The payment shall be made in respect of each financial year ending on the 31st March, and shall be based upon the average attendance as shown by the annual returns for the school relative to the school year ended during the 12 months immediately preceding the 1st January in such financial year.

* In such schools the attendances of scholars over ten years of age who are not eligible for grants under this Article may be reckoned for grant under Article 22.

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Articles 157-160.

157. Any Voluntary School which may after the 1st April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant shall be entitled to share in the aid grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER XI.

REVISION OF CODE.

158. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

159. The Code shall be printed each year, in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

160. The schedules and notes annexed to the Code, shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 158 and 159.

(Signed) CREWE,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committee
of Council on Education in Scotland.

J. STRUTHERS,
Secretary.

Scotch Education Department,
12th March, 1906.

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SCHEDULES.

I.—CERTIFICATES and CURRICULUM of PUPIL-TEACHERS prior to and during their ENGAGEMENT.

II.—FORM of MEMORANDUM of AGREEMENT.

III.—NEEDLEWORK

IV.—DRAWING.

V.—SUBJECTS OF INSTRUCTION UNDER ARTICLE 21.

VI.—SUPPLEMENTARY COURSES UNDER ARTICLE 21.

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FIRST SCHEDULE

Their Lordships have under their consideration a modification of this Schedule, with a view to making more suitable arrangements for the instruction of pupil teachers in subjects of Secondary Education on lines which conform to the requirements of the Leaving Certificate Examination.

CERTIFICATES AND CURRICULUM OF PUPIL-TEACHERS

—	1. Health.*	2. Character and Conduct.	3. Reading and Repetition.	4. English Grammar and Composition.
Preliminary.	Certificate from medical practitioner in a form prescribed by the Department.	A certificate from managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	Candidates must have obtained a graph of Article 70 (*b*).	
1st Year	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.	To read with fluency and ease, and to repeat 50 lines of poetry with just expression and knowledge of the meaning.	Grammar, parsing, analysis, etymology, and to write a short essay.
2nd Year	Same as for first year, together with a certificate *from a medical practitioner, in a form prescribed by the Department.*	Same as above	To read as above; and to repeat 40 consecutive lines of prose with knowledge of meanings and allusions.	More advanced grammar and composition.
3rd Year	Same as for first year.	Same as above	To read as above; and to repeat 100 lines of poetry with knowledge of meanings and allusions.	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language and literature; and to write an original composition.
4th Year (King's Scholarship Examination, Article 92).	Same certificates as in previous years. The Syllabus of Examination may be obtained on application to the Department.			

Pupil-teachers may be examined at the end of any year in subjects prescribed for preceding years in columns 4, 5, 6, 7, and 9 of this Schedule.

Female pupil-teachers, before engagement, must satisfy the Inspector that they possess reasonable competency as sempstresses; and, at the annual inspection, must produce certified specimens of plain needlework. They will be expected, at the end of each year, to perform an exercise in needlework.

A pupil-teacher employed under Article 19 B 7 shall, in addition to the other subjects of examination, be liable to examination by the Inspector in Gaelic reading, translation, and composition.

Note.—The original note-books and exercise books used by pupil-teachers in connection with their special instruction (*see* Second Schedule, section 5) along with the marked papers of any

* Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

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FIRST SCHEDULE.

PRIOR TO AND DURING THEIR ENGAGEMENT.

Continued on next page.

—	5. Arithmetic and Mathematics.		6. Geography.
Merit Certificate, or have the qualifications for engagement mentioned in the second para-			
	Boys.	Girls.	
1st Year	Proportion, fractions, interest, averages, percentages, and stocks.	Proportion and fractions.	The British Isles, Australia and British North America. Elements of physical geography. (Maps to be drawn in this and the following years.)
2nd Year	Arithmetic generally, Euclid. Bk. I., with very simple deductions. Algebra to simple equations inclusive.‖	Arithmetic generally.	Europe and British India. Latitude and longitude. Climate and productions of the British possessions.
3rd Year	Arithmetic generally, Euclid, Bks. I., II., and III., with simple deductions. Mensuration of triangles and parallelograms, Algebra to quadratic equations inclusive.¶	Arithmetic generally. Algebra to simple equations inclusive.‖	Geography of the world generally, with special reference to British Isles and British possessions. More advanced physical geography.
4th Year (King's Scholarship Examination, Article 92).	*See* Syllabus.		

examination held by the teacher in any subject of the pupil-teachers' course for the year should be preserved, and will be called for by His Majesty's Inspector on the occasion of any visit to the school or central class at which the pupil teachers are instructed. *See* Articles 19 E, 32 (*b*), and 70 (*f*). Such examination should be held at least quarterly under the supervision of the managers, and the results should be noted in the log-book.

N.B.—Gaelic-speaking pupil-teachers employed in any of the counties mentioned in Article 19 B. 6 may obtain additional marks during their engagement and at the King's Scholarship Examination (Article 92) in a paper to be set in Gaelic (*see* Syllabus). During the engagement the subject must be studied in accordance with a graduated scheme to be approved by His Majesty's Inspector.

‖ Addition, subtraction, multiplication, division, highest common factor, lowest common multiple, fractions, square root, and simple equations of one unknown quantity, with easy problems.

¶ The same as for the previous year, and cube root, simultaneous equations of the first degree of two unknown quantities and quadratic equations involving one unknown quantity with easy problems.

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FIRST SCHEDULE—*continued.*

CERTIFICATES AND CURRICULUM, &c.—*continued.*

continued.

—	7. History.	8. Teaching.	9.* Music.
1st Year.	Outlines of British history, from Julius Cæsar to the accession of the Tudors.	To conduct a class in reading or writing.	*Staff Notation.* Notes, their shape and relative value. The treble and bass staves. The scales of C, G, and F major. Intervals found in the major scale. Minims, crotchets, quavers, and equivalent rests, $\frac{2}{4}\frac{3}{4}\frac{4}{2}\frac{2}{2}\frac{3}{4}\frac{4}{2}$ time. *Tonic Sol-fa Notation.* The common major scale, its structure and intervals. The standard scale of pitch. Mental effects, and how they are modified. Accent. Two, three, and four pulse measure. Whole pulse notes, half pulse notes and continuations, and rests of the same value.
2nd Year	From 1485 to 1688 with special reference to Scottish history.	To give an object lesson or conduct a class in reading, writing, or mental arithmetic, and to answer questions on method.	*Staff Notation.* All the major scales and signatures. Dotted notes. Tied notes. Semi-quavers, Triplets, $\frac{3}{8}\frac{6}{8}$ and $\frac{9}{8}$ time. *Tonic Sol-fa Notation.* First removes of key. Bridge notes. Six and nine pulse measure. Quarter pulse notes and rests. Thirds of a pulse.
3rd Year	From 1688 to the present time.	To conduct a class in grammar or geography (in an infant school on form, colour, number, or some familiar object), to prepare notes of a lesson, and to answer questions as above.	*Staff Notation.* Various forms of the minor scale. The scales and signatures of A minor, C minor, D minor, E minor, and G minor. Intervals found in the minor scale. Easy transposition. Construction of tests for schools. Common musical terms. *Tonic Sol-fa Notation.* The minor scale and the intervals found in it. Names of chromatic notes. Relative pitch of keys. Construction of tests for schools. Common musical terms. N.B.—Candidates may work the paper in either Notation, but not in both Notations.
4th Year (King's Scholarship Examination, Article 92).	*See* Syllabus.		

* Pupil-teachers will be tested by His Majesty's Inspector at one of his visits to the school as to their practical skill in music, and marks will be allowed therefor. Pupil-teachers will be required to perform individually tests in time, tune, &c., such as are set to be performed collectively by the highest division of the school.

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FIRST SCHEDULE—*continued.*

CERTIFICATES AND CURRICULUM, &c.—*continued.*

—	10. Languages.	11. Drawing.
1st Year 2nd Year 3rd Year	In the study of Languages, pupil teachers should follow a course in preparation for the Leaving Certificate Examinations. At the end of the second year, attainments in one Language equivalent to the Lower Grade standard of the Leaving Certificate Examinations will, as a rule, be expected.	All pupil-teachers must receive instruction in Drawing according to a Course submitted to, and approved by, the Scotch Education Department. Marks will be awarded at the King's Scholarship Examination to candidates who have satisfactorily completed a three years' course of instruction at one of the approved Courses and are duly presented for examination.
4th Year (King's Scholarship Examination, Article 92).	*See* Syllabus.	

The questions and class list of the Scholarship Examination held in December last year can be obtained (price 7*d.*, by post) through any bookseller.

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SECOND SCHEDULE.

I.—Form of Memorandum of Agreement (Article 70 (*f.*)).

N.B.—For use in Public Schools under the Management of a School Board. (A similar Form is supplied by the Department for use in other Schools.)

MEMORANDUM OF AGREEMENT between the School Board of [1] _____ and [2] _____ herein-after called *the surety*, the [3] _____ of [4] _____ hereinafter called *the pupil-teacher* and the said pupil-teacher.

The board, for themselves, and their successors, agree with the surety, h[5] heirs and executors, and the pupil-teacher, as follows:—

1. The board agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours in keeping the [6] _____ public school of the board, or any other public school of the board to which the pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, and teaching the scholars thereat, but so that the pupil-teacher shall not serve therein more than five hours upon any one day, nor more than 20 hours in any one week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of __ * 19 ____, and, subject to the proviso in paragraph 4, shall end on the last day of ____ * 19____[7].

3. The board will pay to the pupil-teacher as wages [8] _____ per [9] _____ in the first year, and this sum shall be increased by [8] _____ per [9] _____ in each subsequent year of the engagement.

4. Provided always, that if the pupil-teacher fails to pass the examination at the end of the second year, this engagement shall end so soon as the result is announced, but (1) if the pupil-teacher shall fail to pass such examination on account of illness, or some other cause, accepted by the Department as sufficient, or (2) if the pupil-teacher defers the King's Scholarship Examination for a year in accordance with the Code, this engagement shall, on the application of the Board, and with the consent of the said Department, end on the last day of _____ 19 __.[10]

When this engagement is so extended, the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the engagement has been extended shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The board will cause the pupil-teacher, while the school is not being held, to receive, without charge, from a certificated teacher, special instruction during at least five hours per week, of which hours not more than three shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined, either during this engagement, or for the King's Scholarship Examination.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively; and this engagement shall be terminable on the part of the board or of the surety and pupil-teacher by a

[1] Insert name of the School Board.
[2] Insert name, description, and address in full, of father or other person who is to be the surety of the pupil-teacher.
[3] Insert father, or other relation or friend of the pupil-teacher, as the case may be.
[4] Insert name in full of the pupil-teacher
[5] Insert his or her.
[6] Insert name of the school.
[7] The term must be for four full years; or for two years, provided that the candidate has passed for admission the examination fixed for the end of the second year and that the end of the reduced term of service fall beyond the candidate's 18th year (completed).
[8] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.
[9] Insert week, or as the parties may agree.
[10] One year later
* *See* Article 70 (b).

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written notice of six months, or, in lieu of such notice, by the payment on the part of the board or of the surety and pupil-teacher of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as liquidated damages by the board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

[5] Insert his or her.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[5]____ own part, and with the privity and consent of the surety.

[11] Here insert a testing clause according to the form of the law of Scotland.

8. The surety agrees with the board and their successors, to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

In witness whereof[11]

N.B.—1. This agreement must be executed *as follows, viz.*:—

(1) By three members of the School Board, being the statutory quorum thereof.
(2) By the surety.
(3) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause, they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. A pupil-teacher does not satisfy Article 32 (*c.*) in the Code unless the agreement is duly completed.

3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 (*b.*)). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

II.—Form of New Agreement on Change of Managers.

(N.B.—*For use in Schools* not *under the Management of a School Board.*)

[1] *The Surety* in the existing Memorandum.
[2] The Managers in the original Memorandum, and the Executors of any of them who are deceased.
[3] The name, description, and address of the new Manager or Managers.
[4] The name, description, and address of the present Managers, excluding such as will be no longer Managers, and including the new Manager or Managers.
[5] The new Manager or Managers.
[6] Deceased or outgoing Manager or Managers.

Memorandum of Agreement between[1]____ within and herein-after described as *The Surety*;[2]____ the persons within described as *the Managers*;[3]____ and[4]____ herein-after described as "the Managers."

1. The said Surety and the said[2]____ hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said "Managers" hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner, and to all intents and purposes as if the name of the said[5]____ had been inserted therein and signed thereto, instead of the name of the said[6]____

[7] Here insert a testing clause according to the form of the law of Scotland.

In witness whereof[7]____

N.B.—This memorandum must be executed *by all the parties named in it, viz.*:—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (*c*).

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III.—Form for Cancelling Engagements of Pupil-Teachers.

(To be endorsed on the original Memorandum.)

The within written Memorandum of Agreement is hereby cancelled by the undersigned parties.

In witness whereof*

* Here insert a testing clause according to the form of the law of Scotland.

N.B.—The cancellation must be executed by the same parties by whom the memorandum of agreement was executed, except that it is not necessary, in the case of Public Schools, that the same three members of the School Board should sign it.

THIRD SCHEDULE.

Needlework.

GIRLS' AND INFANTS' DEPARTMENTS.

The materials used, and the stitches of the exercises performed before the Inspector or in the garments shown to him, should not be so fine as to strain the eyesight of the children, and the presentation of needlework of too fine a character will be considered a defect.

Infants

1. Needle drill. Position drill.
2. Strips (2 inches by 12 inches) of soft, loosely woven calico to be hemmed with coloured cotton :—1. Red. 2. Blue.
3. Knitting-pin drill.
4. A strip knitted on two needles (12 inches by 3 inches) in cotton or wool, or four small squares (3 inches by 3 inches).

Girls—Junior Division.

Group A.

1. Hemming, seaming (top-sewing), felling. A small untrimmed garment, or other useful article, showing these stitches.
2. Knitting on two needles, purl and plain, *e.g.*, cuffs, vests, strips for petticoats, &c.

Group B.

3. Pleating, sewing on tape strings: a simple garment, *e.g.*, pinafore, apron, petticoat, &c.
4. Knitting, four needles, plain and purl, *e.g.*, cuffs, welts of socks, &c.

Nos. 1 and 2 (Group A.) to be required from the lower part of the Junior Division; Nos. 3 and 4 (Group B.) from the upper part of the Junior Division.

Senior Division.

Group A.

1. Gathering and setting in. An untrimmed garment, *e.g.*, a child's chemise, woman's apron, &c.
2. Darning on canvas and on stocking web material.
3. Herring-bone stitch on canvas or cheese cloth and flannel.
4. Knitting; a sock or stocking.

Group B.

1. Sewing on buttons, making button holes, setting on strengthening tapes.
2. Plain darning a hole in stocking-web material.
3. Cutting out in paper, and afterwards in material, two simple garments, one of the garments to be made up by the cutter-out.

Group C.

1. Patching in flannel, calico, and print.
2. Tuck running and stitching.

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3. Cutting out a garment to be made up by the cutter-out (the principal stitches in plain needlework to be shown on the garment).

NOTES.

1. Garments or other useful articles should be made in each Division during the year, but not necessarily those specified in this Schedule, which are mentioned merely as examples.

2. At least half as many garments as there are children in average attendance should be made during the year in the Junior Division. One-fourth of these may be knitted articles. In the Senior Division each girl must (if she has attended school six months and upwards) complete a small and simple garment made by herself, or a half-garment (full size) if it contains an adequate sample of the stitches used in the garment or a larger garment tacked together and partly worked in each detail. The garments made up by girls in Groups B. and C. (Senior Division) must be cut out by the makers.

3. The garments made by children in the Junior Division should (as a rule) be cut out by girls in Groups B. and C. (Senior Division). Children in the Junior Division should be taught to fold and tack hems and seams, but they will not be required to fix the more difficult parts of a garment.

4. The girls in the Senior Division, Groups B. and C., must cut out and fix their own work; those in Group A. must fix, but will not be required to cut out, their garments.

5. A less amount of completed work will be expected from girls attending cookery, laundry, or dairy work classes, during any of the hours devoted to needlework, or from girls employed as half-timers.

6. Alternative schemes of needlework, suited to the special requirements of a district, may be submitted to the Department by the managers of a school. Such schemes may usefully include provision for the practical mending of the children's own clothes.

PUPIL-TEACHERS (GIRLS).

First Year.

1. A woman's chemise or a man's nightshirt, cut out, tacked together, and partly made in every detail.

2. Gusset making.

3. A reduced and an enlarged pattern of the garment selected for the year's work (paper or material); measurements to be stated.

Second Year.

1. A child's nightgown or a girl's overall, cut out, tacked together, and partly made in every detail.

2. Patching in calico, print, and flannel.

3. A woman's stocking or a knitted sampler showing the intakes at the back of a stocking, the turning of a heel, and the decreasings and finishing off of a toe.

Third Year.

1. A tucked flannel petticoat or a child's pair of drawers, cut out, tacked together, and partly made in every detail.

2. Darning on coarse linen (diagonal cut) and on woollen material (hedge-tear or three-cornered darn.)

3. Cutting out in paper the flat pattern of a small nightdress (the folding or the measurement system may be followed).

Fourth Year.

(Preparatory to King's Scholarship Examination.)

1. A sampler in calico, showing all the stitches required in the making and mending of calico garments.

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2. A sampler in flannel, showing all the stitches required in the making and mending of flannel garments.
3. Paper patterns cut out by proportion or by measurement of a chemise, a pair of drawers, and a petticoat.

NOTES.

1. In all cases the specimen garments and patterns must be done without assistance and must be presented to His Majesty's Inspector as they left the worker's hands. All garments must have been cut out by the makers.
2. Only one of the two garments mentioned in paragraph 1 (first, second, and third year), is to be made up by the pupil-teacher, but the measurements and manner of making up the other garment must be learnt by her.
3. Whenever a child's garment or the pattern of a child's garment is made, the age of the child for whom the garment is intended should be stated.
4. The garments should be of plain simple pattern showing intelligence and good workmanship, but without elaborate detail.

PUPIL TEACHERS.

On the day of Annual Examination, an exercise may be given testing the pupil teachers' knowledge of the needlework of their year, in accordance with the requirements of the Schedule.
The materials required for these exercises are as follows :—

FIRST YEAR.
1 piece of calico 9 inches square.
1 linen button (unpierced).
Suitable needles and sewing cotton.
1 sheet of lined paper.

SECOND YEAR.
1 piece of calico 9 inches square.
1 piece of print 6 inches square.
1 piece of flannel 6 inches square.
1 linen button (unpierced).
Suitable needles and sewing cotton.
4 knitting pins and knitting cotton.
1 sheet of lined paper.

THIRD YEAR.
1 piece of calico 9 inches square.
1 piece of coarse linen 4 inches square
1 piece of flannel 6 inches square.
1 piece of flannel binding ¼ yard.
1 piece of tape 2½ inches long.
Suitable darning and sewing needles and cotton.
1 sheet of lined paper.

INSTRUCTIONS to H.M. INSPECTORS as to EXAMINATION in NEEDLEWORK.

1. All work done by the children from the beginning of the working school year shall be preserved in the school and shown to the Inspector at any of his visits should he require it. The work should be presented in the same condition as when completed by the scholars.
2. The Inspector may at any of his visits make enquiry as to the teaching of needlework in any or all of the classes of the school, and shall make such enquiry at least once a year. He will on such occasions direct his attention to ascertaining from enquiry and from examination of the finished work whether :—
   (*a*) Sufficient time is given to instruction in needlework.
   (*b*) Whether the instruction is evenly distributed throughout the year.
   (*c*) Whether, having regard to the time of his visit, a sufficient quantity of useful garments and knitted articles has been completed.
   (*d*) Whether sufficient opportunity is given for practice in mending garments as indicated in paragraph 13.
   (*e*) Whether due attention is paid to *all* the exercises set down in the accompanying Schedule or in any scheme of work which has been specially approved in substitution therefor.

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3. For the purpose of his enquiry he may set the children in any classes exercises corresponding to that part of the Schedule or scheme of work which has been overtaken at the time of his visit.

4. These exercises shall, as far as possible, be given upon the garments with which the children are occupied at the time. A certain amount of preliminary practice of stitches upon waste material may be useful, but there is reason to fear that in many cases too great a portion of the time allotted to needlework is occupied in practising examination tests in this manner to the detriment of more useful work, and such practice should be discouraged.

5. The Inspector will also, where possible, take opportunity of seeing a class at work, and may require teachers of all grades, including pupil teachers and assistants, certificated or uncertificated, to give evidence of their power of teaching needlework by demonstration and by the simultaneous method.

6. It is important that too fine needlework should be avoided. No exact rule as to the size or number of stitches (on a given space) can be laid down; but the approximate standard to be kept in view, in hemming, seaming, and stitching, may be taken to be as follows:—

Hemming.	Infant Division, about 6 to 10 stitches to the inch. Junior and Senior Divisions, about 8 to 18 stitches to the inch.
Seaming and stitching.	Junior and Senior Divisions, about 12 to 18 stitches to the inch.

(According to material.)

7. It is essential, however, that children should be taught needlework according to this approximate standard without counting threads (a habit which is most pernicious to the eyesight), and that their knowledge of it should be attained simply by training the hand to work with the eye.

8. Care should be taken that children of weak eyesight are given an exercise which will not be injurious to their eyes, and in serious cases they should be excused altogether.

9. If the specimens are taken away for examination, it is desirable that at the close of the time allotted, each child's work should be folded separately, the exercises in each group tied together, and marked Junior or Senior Division, with the name of the school outside.

10. Coloured cottons are recommended throughout. The object of giving two colours is to test the children's knowledge of "joinings"; this must be attended to in all cases.

11. Great attention should be paid to evidence of carefulness in teaching "joinings" and "fastenings" on and off, and to general neatness of finish.

12. In cutting out, more credit should be given to correct proportions and useful intelligent work than to elaborate or trimmed paper models. This applies more particularly to the cutting out that may be shown as part of the work of the year.

13. In order to give more practical illustration to the lessons in mending, it is desirable that the teachers should allow a certain number of children in the Senior Division to bring to school garments needing repairs, and should superintend the mending of them.

14. In future the exercise in hemming and the needle, position, and knitting-pin drills will not be compulsory for children in or below the lower division of infants.

15. The needlework of half-time scholars should in all cases be leniently judged, both as regards quantity and quality.

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FOURTH SCHEDULE.

DRAWING.

Infant and Junior Divisions.	Senior Division.
(1) Free arm drawing upon a large scale, with chalk or charcoal, of elementary forms of ornament.	(1) More advanced examples of the same, including plant and animal forms—to be drawn also in pencil.
(2) Drawing from the *actual object* simple forms not requiring applications of perspective:—memory drawing.	(2) The same, but involving applications of perspective.
(3) (Optional). Modelling in clay; brush drawing; or other approved forms of educational handwork.	(3) (Optional). Modelling in clay brush drawing (more advanced work). Simple exercises in cardboard work, woodwork, or other form of educational handwork, illustrative of the Geometrical Drawing as underneath (4).
(Optional for girls)	(4) The use of T and set squares and the construction and use of simple scales. Drawings to be made from dimensioned sketches, and from actual measurement of lines and surfaces. Plans and elevations of straight edged solids. (The scholar must be able to work to scale from measurements taken by himself).

This syllabus is recommended for adoption generally, and it is expected that it will be followed as a rule by teachers who have been under instruction in drawing in classes conducted under Article 91 (*d*) of the Code. Managers, however, are at liberty to submit alternative proposals, which will be considered on their merits.

Courses of instruction in drawing under Article 91 (*d*) of the Code must be drafted with a view to the preparation of teachers to give instruction according to the present syllabus.

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FIFTH SCHEDULE.

SUBJECTS OF INSTRUCTION UNDER ARTICLE 21 COMMON TO ALL CLASSES.

A.—*The study of English.*

The main object of this study shall be to create a taste for good literature.

The chief means of carrying on this study should be:—

(1) Systematic home reading, with properly directed choice of books.

(2) An efficient system of reviewing, explaining, and testing in school the reading done at home.

(3) The committing to memory, after discussion and explanation, suitable pieces of verse and of prose.

(4) Systematic teaching and practice of English Composition.

B.—*Certain studies bearing upon matters which it is of concern that all the pupils should know, whatever their occupations in after life are to be.*

Under this heading may be specified:—

(1) The Laws of Health.

(2) Money Matters—Thrift, Investment, Insurance.

(3) The Conditions of Trade and Employment.

(4) The Institutions of Government under which we live.

(5) The Empire—its history, growth, and trade; our Colonies and the openings for enterprise which they afford.

(6) Nature Study, Drill, and Singing.

Reference is made to Their Lordships' Circular letter of 16th February, 1903, for an explanation of the spirit in which They desire these studies to be pursued, and for certain suggestions as to method.

At this stage of study it is highly desirable that full use should be made of the Ordnance Survey map of the District in which the school is situated, both in connection with Nature Study, and also for the purposes of specific lessons in Geography.*

As stated in the Circular, it is not considered imperative that all the topics mentioned under Head B. should be taken up with the same set of pupils.

* The Director-General, Ordnance Survey, Southampton, will be prepared, on application being made to him, to supply, for the use of schools, copies of a specially prepared edition of the Ordnance Survey map of any particular district, on the scale of one inch to the mile.

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SIXTH SCHEDULE.

SUPPLEMENTARY COURSES UNDER ARTICLE 21.

I. COMMERCIAL COURSE.

(1) *Arithmetic.*—(*a*) The principles of Arithmetic studied and exemplified in their application to cases such as actually occur in business transactions;

(*b*) Training in expertness of calculation and in the use of short methods, including especially practical applications of the decimal systems (*e.g.*, calculations in decimal money, rapid and direct expression of British money in decimals of £1, etc.)

(2) *Bookkeeping.*—The principles of Bookkeeping, illustrated by the keeping of accounts in simple form.

(3) *Common Commercial Documents* (such as Invoices, Accounts, Receipts, Cheques, etc.): their purpose and proper form.

(4) *Handwriting.*—Systematic practice to secure *speed* in combination with legibility and correctness of form.

(5) *Shorthand* (optional).

II. INDUSTRIAL COURSE.

(1) *Geometry and Mensuration*—(*a*) Construction and measurement of figures drawn to scale by the use of compasses, protractors, set squares, etc.;

(*b*) Construction and use of graphs;

(*c*) For advanced pupils, mensuration of regular solids.

NOTE.—The teaching throughout must deal with concrete problems; and in the use of mathematical instruments correct methods and exactness of measurement must be looked upon as of prime importance.

(2) *Applied Arithmetic*—Including especially decimal operations, the Metric system, and money calculations such as occur in industrial transactions.

(3) *Woodwork* or *Ironwork* (or both).—Workshop practice, from working drawings made by the pupils.

(4) *Mechanics.*—The simple principles of Mechanics; and with more advanced students, elementary problems in Machine and Building Construction.

III. COURSE FOR RURAL SCHOOLS.

(1) *Nature Study.*—Continued so as to secure on the part of the pupils familiarity with

(*a*) The rocks, soils, and plants of the district;

(*b*) The life histories of weeds and insect pests, with the remedies against them;

(*c*) Wind and insect pollination of plants;

(*d*) Relations of air, water, and soil to vegetable and animal life.

NOTE.—Instruction in the above subjects must throughout be of a *practical* character. To this end, School Gardens should be encouraged; observations on bees and bee-keeping should be made where possible; and advantage should be taken of any Agricultural Experiment Stations in the neighbourhood.

(2) *Geometry.*—As in the Industrial Course, but more especially in its applications to Land Measuring and Surveying.

(3) *Study of Newspaper Market Reports.*—With exercises and calculations based upon them.

(4) *The Keeping of Accounts.*

(5) *Optional*—*Woodwork* (or *Ironwork*) as above.

IV. HOUSEHOLD MANAGEMENT (GIRLS') COURSE.

(1) *Housekeeping*—Including

(*a*) Care of Rooms, Furnishings, and Clothing;

(*b*) Marketing, and the keeping of Household Accounts;

(*c*) Cookery;

(*d*) Laundry Work;

(*e*) Needlework—Especially Mending, Darning, and Cutting-out.

NOTE.—All the above subjects must be taught *practically*.

(2) Special extension of such topics under B. (1) of the Fifth Schedule as bear upon the *Health* of the *Individual* and of the *Family*.

(3) *Arithmetic*—As applied in the calculation of prices and the practical use of the common weights and measures.

(4) *Scale Drawing*—As applied to the making of diagrams for cutting out (optional.)

(5) *Dressmaking*, and the use and care of the sewing-machine (optional).

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For sea-board schools it is suggested that the subject of Navigation should be combined with certain subjects selected from the foregoing courses, *e.g.*, Geometry and Nature Study. The instruction in Navigation might proceed on the lines of the following syllabus :—

NAVIGATION.

(*Suggested Syllabus for Elementary Schools.*)

First Stage.

Form and dimensions of the earth ; meaning of the following terms—Navigation, Seamanship, Axis of the Earth, North and South Poles, Equator, Equinoctial Line, Meridian, Latitude, Co-Latitude, Longitude, Difference of Longitude, Course Steered, Rhumb Line, Departure, Distance. To know the general construction of the Mariner's compass, and to explain what is meant by Variation, Deviation, and Dip of the Needle. To work examples of finding True Course from Magnetic Course, and *vice versâ*. To convert degrees of Latitude into miles, and miles into degrees of Latitude, and degrees of Longitude into time, and time into degrees of Longitude.

Second Stage.

The first Stage ; and to know the use of the Azimuth compass, and to be able to construct a Napier's Card for given deviations. The Nautical mile, and length of a knot. Leeway. Instruments for measuring the speed of a Vessel. Plain sailing and Traverse sailing.

Easy examples to be worked.

Third Stage.

First and Second Stages ; and use of Soundings, Parallel, Middle Latitude, and Mercator's sailing, a Mercator's Chart to be constructed from table of meridional parts ; data given by the Inspector (Mathematical theory of Chart not required). Easy examples in the above modes of sailing to be worked.

Note.—Concurrently with the above, elementary Mathematics might with advantage be studied, and it is recommended that a very rudimentary knowledge of Trigonometry should be imparted in the last stage.

Besides the simple text books, Managers should at least provide a cheap boat's compass (in a box), a book of Nautical Tables and a local Chart.

Reference is made to Their Lordships' Circular letter of date 16th February 1903, for further explanation as to the scope and method of these Courses.

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APPENDIXES.

I.—Showing separately (for 1906) all ARTICLES modified, and all new ARTICLES.

II.—CIRCULAR (No. 329) to TRAINING COLLEGES and LOCAL COMMITTEES for the TRAINING of KING'S STUDENTS.

III.—MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

IV.—MEMORANDUM as to CURRICULUM of HIGHER GRADE SCHOOLS or DEPARTMENTS.

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APPENDIX No I. - - - - -

SHOWING separately (for 1906) all ARTICLES

Articles in the Code of 1905 which are modified in the Code of 1906.

17. (*c.*) Note.

In administering this article the *Department will endeavour to secure at least 80 cubical feet of internal space, and 8 square feet of area, for each child; but in schools erected, since the 1st January 1874, with the aid of a building grant or loan, the average attendance should not exceed the number of children for whom the plans were approved by the Department.* There should be exhibited in each classroom, or room in which instruction is habitually given, a placard *showing the accommodation of the room calculated in accordance with the foregoing rules.*

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19. Notes ii. and iii.

ii. * * * the year, *under medical authority*, as necessary * *

iii. * * * has been closed *under medical authority*, the average attendance * *

---

46. * * 1st of *March.*

---

47. I. * * * 20 years of age, and have * * *

---

47. II. * * *

No candidates *after 1st April, 1899*, will be * * *

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APPENDIX No. I.

modified and all NEW ARTICLES.

New, or modified, Articles in the Code of 1906.

17. (*c.*) Note.

In administering this article the *accommodation will, in the case of new schools, be calculated in accordance with Rule 16 of the Department's Rules (dated February, 1906) for the Planning and Fitting up of Public Schools. In the case of existing Schools, the Department will accept, for the present, the accommodation hitherto recognised.* There should be exhibited in each classroom, or room in which instruction is habitually given, a placard *indicating the number of scholars for whom it is recognised as providing sufficient accommodation.*

17. (*f.*) Note. [New.]

Under Section VII. of the Department's Minute of the 30th January, 1905, it is made a further condition of grant that the Committees constituted under that Minute shall be granted access to the school, and such facilities for practice in teaching as may be agreed upon.

19. Notes ii. and iii.

ii. * * * the year, *in consequence of a requisition under Article 30,* as necessary * * *

iii. * * * has been closed, *in consequence of a requisition under Article 30,* the average attendance * * *

46. * * * 1st of *May.*

This rule will be strictly enforced.

47. I. * * * 20 years of age, *on the 1st October next following the date of the Certificate Examination,* and have * * *

47. II. * * *

No candidates will be * * *

83. (*b.*) Note. [New.]

Under the Department's Minute of 30th January, 1905, the functions of these local committees have been taken over by the Provincial Committees for the Training of Teachers in connection with the Universities, established by that Minute.

118. (4.) [Addition.]

Where a pension is not granted, the applicant's status as a certificated teacher will not be affected by reason of his having attained the age of 65 years, or any greater age.

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Articles in the Code of 1905 which are modified in the Code of 1906.

138. * * * instruction of *the pupils referred to in Article 21* at the rate of * * *

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146. * * * the Inspector, the course followed *by each after the first year* and * * *

Fifth schedule.

Sixth schedule.

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New, or modified, Articles in the Code of 1906.

138. * * * instruction of *pupils approved by the Inspector in terms of Article 29 I.*, at the rate of * * *

146. * * * the Inspector, the course followed and * * *

Fifth Schedule. [Added.]

*At this stage of study it is highly desirable that full use should be made of the Ordnance Survey map of the district in which the school is situated, both in connection with Nature Study, and also for the purposes of specific lessons in Geography.**

* *The Director-General, Ordnance Survey, Southampton, will be prepared, on application being made to him, to supply, for the use of schools, copies of a specially prepared edition of the Ordnance Survey map of any particular district on the scale of one inch to the mile.*

Sixth schedule. [Added].

For sea-board schools it is suggested that the subject of Navigation should be combined with certain subjects selected from the foregoing courses, e.g., Geometry, and Nature Study. The instruction in Navigation might proceed on the lines of the following syllabus:—

NAVIGATION.

(Suggested Syllabus for Elementary Schools.)

First Stage.

Form and dimensions of the earth; meaning of the following terms—Navigation, Seamanship, Axis of the Earth, North and South Poles, Equator, Equinoctial Line, Meridian, Latitude, Co-Latitude, Longitude, Difference of Longitude, Course Steered, Rhumb Line, Departure, Distance. To know the general construction of the Mariner's compass, and to explain what is meant by Variation, Deviation, and Dip of the Needle. To work examples of finding True Course from Magnetic Course, and vice versâ. To convert degrees of Latitude into miles, and miles into degrees of Latitude, and degrees of Longitude into time, and time into degrees of Longitude.

Second Stage.

The first stage; and to know the use of the Azimuth compass, and to be able to construct a Napier's Card for given deviations. The Nautical mile, and length of a knot. Leeway. Instruments for measuring the speed of a Vessel. Plain sailing and Traverse sailing.

Easy examples to be worked.

Third Stage.

First and Second Stages; and use of Soundings, Parallel, Middle Latitude, and Mercator's sailing, a Mercator's Chart to be constructed from

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Articles in the Code of 1905 which are modified in the Code of 1906.

Appendix No. 4. (F.).

* * * not be attempted.

The Department must * *

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New, or modified, Articles in the Code of 1906.

table of meridional parts; data given by the Inspector (Mathematical theory of Chart not required). Easy examples in the above modes of sailing to be worked.

Note.—Concurrently with the above, elementary Mathematics might with advantage be studied, and it is recommended that a very rudimentary knowledge of Trigonometry should be imparted in the last stage.

Besides the simple text books, Managers should at least provide a cheap boat's compass (in a box), a book of Nautical Tables and a local Chart.

Appendix No. 4. (F.)

* * * not be attempted. *There is no restriction in the choice of languages to be studied as part of the Higher Grade course, provided that the amount of language study is not excessive compared with the time allotted to other subjects of the curriculum. Latin or Greek may be proposed in substitution for a Modern Language, and if Latin is not taken as a separate subject of study, it is desirable that the lessons in English should include some elementary study of the Latin vocabulary and sentence construction in their bearing upon English.*

The Department must * * *

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APPENDIX No. II.

CIRCULAR 329.

Circular to Training Colleges and Local Committees for the Training of King's Students.

SCOTCH EDUCATION DEPARTMENT.

DOVER HOUSE,

WHITEHALL, LONDON, S.W.

30th August, 1901.

Sir,—Following the precedent set in the case of science and drawing last year, my Lords have now resolved as regards the other subjects also of examination for students in training, to depart from the practice of examining the students upon a uniform prescribed syllabus, and, subject to certain general conditions, to invite the authorities charged with the training of Teachers (hereinafter called Managers) to submit for approval the courses of instruction which they deem best suited for different classes of students. To facilitate the formation of well-ordered and coherent courses of study covering the *whole* period of the student's training, They have resolved, as you will observe from the footnote to Article 47, I. of the Code, to discontinue the separate examination at the end of the first year of training.

I. In framing courses, regard should be had to the following considerations:—

(*a.*) The students dealt with fall into two main classes, viz.: (1), those who being qualified in terms of Article 95 (*d*), or 96, are in attendance at University classes; and (2), those who are not. A separate course of instruction should be submitted for each of those classes of students.

(*b.*) The subjects of instruction also fall into two main classes, viz., (1) those intended to secure a sufficiently high level of general culture on the part of the students themselves, and (2), what may be termed professional subjects. The provision to be made under both these heads for each of the foregoing classes of students should be distinctly shown.

(*c.*) The work of the University students—and in a less degree the work of the Non-University students—will naturally fall into two distinct periods in each year, viz., the winter session and the summer session, and a conspectus of the range of work for each session separately should be given.

II. Provision must be made for the due instruction of NON-UNIVERSITY STUDENTS in the following subjects:—

A.	B.	C.
1. Physical Exercises and Drill.	1. Voice production and Phonetics.	1. The principles of Education.
2. English.	2. Drawing.	2. School methods and practice in teaching.
3. History.	3. Singing.	
4. Arithmetic, Algebra and Geometry.	4. Needlework (for women).	
5. Science.		
6. Geography.		

(*a.*) The instruction in each of these subjects should follow the indications given under the several heads in the Appendix to this circular.

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(*b.*) The subjects of Division B. must be taken by all students except such as may be exempted by special permission of the Inspector of Training Colleges.

(*c.*) Students who on entering or during their course show special proficiency in subjects B. 2, 3 and 4, may be allowed to give a reduced time to these subjects.

(*d.*) While the subjects of Division B, except as specified above, must form part of the regular course of instruction for all students towards obtaining a certificate, the certificate issued will not of itself confer a qualification to teach subjects B. 2, 3 and 4. Such qualification will be given to those students only who have reached a certain standard of attainment in the particular subject.

(*e.*) The foregoing subjects, except where otherwise specified, must be taken by all Non-University students, and candidates who have successfully completed the course of study in these subjects, may be recognised as "certificated teachers" in terms of Article 52 of the Code.

III. UNIVERSITY STUDENTS:—

(*a.*) The classes to be taken by students at the University should be arranged for each College in one or more groups, one or other of which shall be taken by each student in a prescribed order of classes. The classes composing each group should be determined by considerations of the value of each towards the training of a teacher, and not by the convenience of students in working towards a degree. A three years' course should be shown for each group irrespective of whether the students as a whole will proceed to a third year of study.

(*b.*) When the classes of English Literature or Natural Philosophy form part of any group they must not be taken earlier than the second year of study, and must be preceded by the first year's courses in English and Science respectively arranged for Non-University Students.

(*c.*) University students, in order to be recognised as "certificated teachers," must, in addition to the University classes prescribed in the scheme submitted by managers and approved by the Department, take also the subjects of II. C. They may be exempted from the subjects of II. A. (except the subjects of English and Science in which a full two years' course must be taken, of which one year may be at the University classes of English Literature or Natural Philosophy), and from such of the subjects of II. B. as the Department, on the proposal of managers, may determine. The certificate issued in such cases will not carry a qualification to teach the subjects of II. B. in respect of which exemption is granted.

IV. The award of marks for the various subjects, following the practice adopted in former years in the case of University students, and extended in the past session to the subjects of science and drawing, will be made on the report of the various Professors or Lecturers, and in the case of training colleges of the Principal of the college, but subject to such investigation and further examination as the Inspector of Training Colleges shall see fit to make either personally or through any officer of the Department. The report of the various Professors and Lecturers shall take account not merely of the results of class examinations held by them, but also of the class exercises of the student, whether written or practical, and of his appearances in oral examinations of the class. The materials upon which the report is based, so far as these are available, shall be submitted for the consideration of the Chief Inspector of Training Colleges or his deputies, at such times and places as he may determine. The Department reserves to itself the right in all cases to hold such supplementary or control examinations as may be deemed necessary.

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V. Recognition as a "Certificated Teacher" (Article 52 of the Code) granted upon the successful completion of courses of study as aforesaid tested in the manner laid down in paragraph IV. shall not carry a qualification to teach a modern language, but an endorsement of such qualification may be made in respect of any language for which a student* holds a Higher Grade or Honours Leaving Certificate or in which he has passed an examination accepted by the Department as equivalent, provided that he has been duly instructed in the method of teaching the subject and has satisfied such tests as to knowledge of the spoken language, as the Department may from time to time impose.

VI. Similarly, recognition as a "Certificated Teacher" shall not carry a qualification as teacher in a specially recognized Infant Department (Article 19 B 5 of the Code), but an endorsement of such qualification may be given in the case of students† who successfully complete a special course of instruction in Infant School methods. Such courses must provide sufficient practice for the students in Elementary Handwork, and in the other special occupations of an Infant School.

VII. Managers may provide in their own or other institutions supplementary courses for the training of any or all of their students in :—

(*a.*) Household Management (including Cookery and Laundry work).
(*b.*) Woodwork or other manual occupations.
(*c.*) Agriculture or Horticulture.
(*d.*) Any other well-defined course of study calculated to enhance the efficiency of teachers for special classes of Elementary Schools.

The details of such courses must be submitted to the Department for approval and a corresponding endorsement will be made on the certificates of students who successfully complete an approved course.

VIII. Managers should submit in the first place, and at as early a date as possible, a general plan of study showing the distribution of the foregoing subjects over the whole period of the students' training. Except where otherwise stated, Managers are free to make their own proposals as to the relative time to be allotted to the various branches of study and the duration of each course. When this general plan has been approved time tables and syllabuses of work in conformity therewith should be submitted at the beginning of each session.

IX. My Lords will be prepared to consider, if necessary, proposals for the modification of the foregoing regulations in respect of the present second year students.

I have, &c.,

H. Craik

APPENDIX TO CIRCULAR 329.

The nature and scope of the instruction in the subjects of paragraph II. of the foregoing circular, should where specified in the following syllabus follow the indications given under the several heads.

A.

1. Physical exercises and drill; explanation of the *rationale* of the exercises and a course of instruction in the laws of health.

* These regulations have been somewhat modified :—All candidates for recognition are now required to pass a special written examination. (*See* Circular Letter Number 377 of date 8th February, 1904, to Training Colleges and Local Committees.)

† Such students will, in addition, be required to fulfil the conditions laid down in Article 50 (*b*) as to probationary service in Infant Schools.

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2. English. (Instruction in this subject in one or other of its branches must extend over the whole period of training.)

(*a.*) Instruction in the principles and practice of English Composition.

(*b.*) The study in class and in detail of the style, subject matter, and literary and historical associations of selected works of English Literature. The works selected should comprise examples both of poetry and prose, and should be typical of different periods of Literature.

(*c.*) The home reading by the students of a wider range of selected books with a view to obtaining an acquaintance with the subject matter, and the writing of themes or compositions thereupon. The books selected for this purpose should comprise at least one standard work on History.

(*d.*) An elementary study of Latin with a view to the better comprehension of English. This should comprise a study of the common Latin word-forms and constructions, especially in their bearing upon the structure of English. It should be carried to such a point as to enable the students to make out the meaning of easy passages from a Latin delectus.

3. History. Examinations on the contents of the work of History read under 2 (*c.*); comparison with other accounts of the same events; a course of lectures on present day institutions of Government and their historical origins.

4. Principles of Arithmetic, Algebra and Geometry.

This should include a thorough explanation of arithmetical conceptions—in particular of the functions of vulgar and decimal fractions—and their generalisation in algebraical form.

Geometry, in the case of women students, may be restricted to geometrical drawing and the theory of the geometrical constructions and conceptions which naturally emerge in the Science course.

5. Science.

(*a.*) A course of experimental work in Elementary Physics and Chemistry extending over the winter session of both years.

(*b.*) A similar course of first-hand investigation by the student relating to one or more branches of Natural Science to be conducted in the summer terms. (Courses of the kind conducted by several of the colleges last session will satisfy these requirements.)

The primary object of the course is a disciplinary one, viz., the training of the students in the methods of scientific investigation. It should have the result of accustoming the student to represent and describe phenomena as he actually sees them, and to form his own theories and apply his own tests with such guidance and explanation as the instructor in charge of the course may find it expedient to give. The accumulation of knowledge is a matter of secondary importance.

6. Geography.

A course of lectures on the study of geography. Practical exercises in the construction and use of maps, including sketch maps from rough surveys of the physical features of neighbouring localities.

B.

1. A course of instruction in Reading and Speaking. Voice production; the discrimination of English sounds and their representation in phonetic and common alphabets.

2. Drawing. A course embracing the sub-divisions of Schedule IV. of the Code and such more advanced work as the students may be capable of.

3. Singing and knowledge of musical notation.

Needlework (for women).

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C.

1. The principles of education, including such preliminary study of psychology, logic and ethics, as may be necessary.

2. School methods and correlated practice in teaching.

The best methods of conducting a class in the following subjects in different divisions of the school.

(*a.*) Reading.

(*b.*) Spelling.

(*c.*) English (the understanding, speaking, and writing of).

(*d.*) History.

(*e.*) Arithmetic.

(*f.*) Nature Study.

(*g.*) Geography.

(*h.*) Writing

(*i.*) Drawing.

(*j.*) A language (optional).

Practice should also be given in conducting a class in Physical Exercises and Drill.

This course should combine the theory and practice of teaching the subjects named. It should comprise the discussion of the objects to be aimed at in the teaching of each subject, the criteria of good results, the proper gradation of the subject to suit different classes, methods of correlating different subjects so as to secure unity of result, the difficulties encountered by children in the study of each subject, and the best methods of meeting them. All these points should be exemplified from the classes of the practising school, and practice in teaching *each* subject should be combined with or follow immediately upon the discussion of that subject.

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APPENDIX No. III.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

At Dover House, Whitehall, the 4th day of March 1895.

BY THE LORDS OF THE COMMITTEE OF PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Whereas it has been represented to my Lords that, in certain parishes, the school boards find it difficult to meet their liabilities or to continue to maintain and keep efficient the schools under their management:

And whereas it appears that the school rate required in some instances to enable the school boards to perform this duty would impose a burden on the localities in excess of that which these localities can be expected to sustain:

And whereas it is expedient that further means should be taken to promote efficient and economical administration in the educational affairs of these parishes, and to increase the number of those who make use of the school provision available therein:

And whereas under a Minute of the Scotch Education Department, of date 21st December 1888, provision was made whereby certain special arrangements might be adopted with regard to schools in such districts, and whereby in connexion with such arrangements special assistance might be granted to the schools out of sums at the disposal of the Secretary for Scotland under the Probate Duties (Scotland and Ireland) Act, 1888, and by him made available for the purpose:

And whereas no such sum has been at the disposal of the Secretary for Scotland available for such purpose subsequent to the 31st March 1890:

And whereas a sum out of the parliamentary grant is available, together with any surplus remaining from the amount made available by the Secretary for Scotland, after the payments under the Minute of 21st December 1888 for the period ended at 31st March 1890 had been discharged, in order to afford such special assistance to schools in these districts:

And whereas by a Minute of 10th April 1894 provision was made whereby special arrangements similar to the aforesaid might be adopted.

Resolved:—

That the Minute of 10th April 1894 is hereby withdrawn, and the following provisions are substituted therefor:—

That, in the case of any school district in the counties of Ross and Inverness, where the parochial board or boards has or have failed to pay over to the school board the amount required to meet the deficiency in the school fund, or where the circumstances are such, in the opinion of the Scotch Education Department, as to make such special arrangement desirable, the following arrangement may, on the application of the school board, and with the consent of the Scotch Education Department, be adopted, that is to say:

1. The school board shall, in pursuance of section twenty-two of the Education (Scotland) Act, 1872, commit the management of each school under their charge to three managers, of whom one shall be Her Majesty's Inspector in charge of the district.

2. To such managers shall be committed full powers of appointing and dismissing the teachers of the school under their management, of deciding as to the organisation of the school, the salaries of the staff, and all items of expenditure in regard to the school, including lighting, heating, cleaning, and repairs.

3. In case of a difference of opinion between Her Majesty's Inspector and the other managers of a school the question shall be referred to the Scotch Education Department, whose decision shall be final.

4. The sums annually due in respect of such school from the parliamentary and other grants shall be paid to the general account of all the managers appointed by the school board under this Minute, and the receipts shall be signed by the board's Treasurer for the time being and by Her Majesty's Inspector as manager. The school board shall furnish annually not later than the 30th of June (on a form to be supplied by the Department) a detailed statement of the estimated income and expenditure for the current financial year.

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5. Such portion of the amount available under this Minute as may be determined by the Scotch Education Department shall be allotted to the various school board districts in which the special arrangement may be adopted in such proportion and at such time, and on such conditions, as in the opinion of the Scotch Education Department the circumstances of each case require, special regard being paid to the reasonableness of the contribution made by the locality to the school fund.

6. The amount (if any) so allotted shall be paid by the Scotch Education Department to the managers in the manner prescribed in section four hereof, to meet the expenses of maintenance beyond any other source of income available to the said managers, or shall be paid to the board or managers to meet such expenditure by the board or managers on additional school provision or equipment as may be sanctioned by the Department, or shall be applied by the Department to meet outstanding liabilities of the school board to the Public Works Loan Commissioners.

7. Any surplus income in the hands of the managers shall be applied to meet approved liabilities or expenditure of the school board, or of the managers of any school or schools, and in the case of failure so to apply such surplus at the direction of the Scotch Education Department, any payment due to the managers appointed under this Minute may at any time be suspended or withheld by the Scotch Education Department.

8. All sums due by the Scotch Education Department to the school board under section sixty-seven of the Education (Scotland) Act of 1872 shall be applied, in the first place, towards the payment of arrears of interest on and instalments of loans contracted under section forty-five of the Education (Scotland) Act, 1872, and acceptance by any school board of the special arrangement under this Minute shall be a valid authority by the school board to the Scotch Education Department so to apply such sums, or to retain all or a sufficient proportion of such sums against any interest on or instalments of said loans falling due within the financial year ending 31st March.

9. On the termination of any special arrangement under this Minute, the approved outstanding liabilities of the managers of any school or schools, appointed as aforesaid, shall form a first charge upon any grant which may thereafter become due by the Department to the school board.

10. Any special arrangement under this Minute shall terminate six months after written notice to that effect has been given either by the Scotch Education Department, or by the school board.

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APPENDIX No. IV.

MEMORANDUM AS TO CURRICULUM OF HIGHER GRADE SCHOOLS OR DEPARTMENTS.

The course of instruction must be submitted to and approved by the Department. It should extend over at least three years, and in the following subjects should be of the general character indicated in this Memorandum.

(A.) *History and English Literature.*—The first two years in the latter subject should be devoted to cultivating a taste for good literature by the reading of interesting works of good style and elevation of sentiment. These should be studied largely at home, and discussed at school. Examinations should be held as to their contents, themes set upon them, difficult passages paraphrased, and choice passages learnt by heart. Parsing and analysis should be treated as subsidiary subjects, and in so far as they are necessary to the full understanding of the language.

The same years should be devoted to a revisal of previous knowledge of History, and to obtaining a clear chronological conspectus of the succession of events in English and Scottish History as an aid to future reading.

In the third year a definite period of History may be studied with special reference to its literature and the general state of civilisation in Europe at the time. Some representative book or books of the period should be studied in detail. At all stages the historical origin of present-day institutions should be kept in view, a spirit of patriotism should be cultivated, and some instruction should be given in the rights and duties of a citizen (controversial topics being avoided).

(B.) *Geography.*—A revisal of previous knowledge; the reading of maps (*e.g.* of contour lines) and their construction; elementary exercises in surveying and mapping; a thorough regional survey, by means of excursions, of the physical geography, flora, fauna, and historical antiquities of the district in which the school is situated; a study of commercial geography, based largely upon the shipping and trade news of the daily papers.

(C.) *Mathematics.*—

(a.) Geometry and Mensuration.—Practical and Theoretical. The course of instruction in Euclid should be preceded or accompanied by exercises in Practical Geometry, and should, where possible, have a practical application, as, *e.g.*, to Mensuration. Mensuration should at the outset be based upon the experimental determination of surfaces and volumes which forms part of the course of experimental science, and may ultimately include exercises in Surveying, involving simple applications of Trigonometry.

(b.) Higher Arithmetic and Algebra.—A thorough knowledge of decimals should be acquired, based upon the actual calculations required in the experimental course in Science; the commercial applications of arithmetic, and in certain cases the arithmetic of artificers, should be studied, and exercises in mental calculations in these branches should be constantly given. Algebra should at the outset be treated as an extension and generalisation of Arithmetic.

(D.) *Drawing.*—The course of instruction in Drawing should be in accordance with a scheme specially approved for the purpose of the Leaving Certificate Examination in Drawing.

(E.) *Experimental Science.*—The course in Science should be in accordance with a scheme similarly approved and should proceed from elementary exercises in measuring and weighing, and calculations based thereon, to the experimental investigation of elementary notions of Physics and Chemistry. In rural schools, and in summer, some investigation of plant life and of the elements of Botany should be added. At least half the time devoted to this subject should be spent by each pupil in practical work.

(F.) *Modern Languages.*—The object and method of the instruction in Languages must in all cases be practical, and whatever method may be pursued in the beginning, the result at the end of the course should be that the pupils

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are able to read simple narrative in the language at sight, and to understand and reproduce both orally and in writing the substance of a conversation on everyday topics, or a simple description. Unless there is reasonable probability of these objects being attained the subject should not be attempted. There is no restriction in the choice of languages to be studied as part of the Higher Grade course, provided that the amount of language study is not excessive compared with the time allotted to other subjects of the curriculum. Latin or Greek may be proposed in substitution for a Modern Language, and if Latin is not taken as a separate subject of study, it is desirable that the lessons in English should include some elementary study of the Latin vocabulary, and sentence construction in their bearing upon English.

The Department must be satisfied that the teachers have a competent knowledge of the subjects which they are to teach, in each subject individually, and in the case of Science, that they have had experience in treating the subject experimentally.

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CODE OF REGULATIONS

FOR

CONTINUATION CLASSES,

PROVIDING FURTHER INSTRUCTION FOR THOSE

WHO HAVE LEFT SCHOOL.

1906.

NOTE.

i. This Code replaces the former Evening Continuation School Code and the Science and Art Directory in so far as that related to Evening Classes.

ii. It is applicable to all classes for the further instruction of pupils who have left school (Elementary or Secondary) whether in general knowledge, in subjects of Science and Art, in Commercial subjects, or in any special subject which may be shown to the satisfaction of the Department to be useful to persons following a particular business or occupation.

iii. The classes may be held at any time of the day, morning or evening, and instruction may be given either in single subjects or in groups of subjects.

iv. There is no restriction of age, but pupils on whom grants are paid must be free from the obligation to attend school in terms of the Education Acts. While pupils on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools may be admitted to certain of the classes, their attendances at the Continuation Classes may not be reckoned for grant.

v. Pupil teachers may be admitted to any of the classes, but (having in view the grant paid on account of their instruction under Article 19 E of the Day School Code) their attendances may not be reckoned for grant except at classes specially sanctioned for the instruction of pupil teachers in *Science* and *Drawing* under Division II.

vi. The grants to certain Technical Colleges and Special Institutions of various kinds will be made on the basis of special minutes applicable to each case.

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CODE OF REGULATIONS FOR CONTINUATION CLASSES, 1906.

1. The main divisions of classes contemplated in the succeeding regulations are as follows :— Divisions of Classes.

I. Preparatory classes for the completion of general elementary education.

II. Classes for specialized instruction—Elementary.

III. Classes for specialized instruction—Advanced.

IV. Auxiliary Classes.

DIVISION I.—PREPARATORY CLASSES FOR THE COMPLETION OF GENERAL ELEMENTARY EDUCATION.

2. These classes shall be open without restriction to any pupils who are free from the obligation to attend school in terms of the Education Acts. Recognised Pupils.

3. Managers are required to submit for approval a course of instruction which shall include (*a*) the study of English as indicated in the Fifth Schedule of the Day School Code, Head A., (*b*) instruction based on one of the courses outlined in the Sixth Schedule, and *may* include (*c*) any of the studies mentioned in the Fifth Schedule, Head B. Subjects of Instruction.

4. The foregoing subjects of instruction may be distributed over the various meetings of the class in such way as may be found desirable, but a time-table showing the times of meeting and the distribution of the work shall be submitted for the approval of the Department within a fortnight after the first registered meeting of the class. Time-table.

5. All the subjects of the approved course must as a rule be taken by all the pupils. Attendances for single subjects only may not be registered for grant without the special approval of the Inspector. Full course to be taken. Attendance for single subjects not to be registered without Inspector's approval.

6. The class shall meet on at least two separate days in each week for twenty weeks, unless the Department in special circumstances expressly sanctions a shorter session,* and two of the meetings of the class in each week shall be of not less than 1½ hours duration each. Number and duration of meetings.

7. The teacher shall be a certificated teacher or, in special circumstances, any person over 18 years of age whose qualifications are approved by the Department. Teachers' qualifications.

8. No class of more than forty pupils shall be habitually under the charge of one teacher only, and when this number is exceeded a corresponding reduction may be made from the grant. Size of classes.

9. Subject to the provisions of Articles 47 to 53, grants to classes conducted under Division I. may be made at the rate of 3s. 4d. per pupil per hour per week for a normal session of 20 weeks. The rate may be increased to 4s. 2d. (as in Division II.) in the case of any pupils of these classes who may be qualified in terms of Article 12 II. Rate of grant.

* In the case of rural districts proposals for any length of session that may be found suitable will be specially considered.

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DIVISION II.—SPECIALIZED INSTRUCTION (ELEMENTARY).

Nature of classes.

10. This division shall comprehend classes for the elementary instruction of pupils in special subjects, especially such as may be of use to pupils who are engaged in or preparing for any particular trade, occupation, or profession.

Recognised pupils.

11. Pupils may be admitted to classes under Division II. at the discretion of Managers, provided that due regard is had to the previous instruction of the pupils in elementary subjects, and to their fitness to profit by the instruction given in the Division II. class.

Pupils eligible for Division II. rates of Grant.

12. The following classes of pupils will be eligible for grants at the rates specified in Article 22 :—

I. Pupils over 16 years of age at the date of joining the class.

II. Pupils under 16 years of age who—

(*a*) Have obtained a Certificate of Merit (Article 29 II., Day School Code);

(*b*) Have attended at least thirty meetings of a course conducted under Division I., and obtained a certificate of satisfactory proficiency from the managers of such course; or

(*c*) Have been in attendance for at least one year as duly qualified pupils (Article 29 of the Day School Code) at a Higher Grade School or Department, or at a Secondary School.

Pupils eligible for Division I. rate of Grant.

13. Pupils admitted to Division II. classes who are not qualified in terms of the preceding Article, must be separately registered. Their attendances may be paid for as attendances at a Division I. course (Article 9), but this grant may be withheld or reduced upon a report by an Inspector that the pupils (or any proportion of them) are unable, by reason of defective knowledge of elementary subjects, to benefit adequately by the instruction given.

Subjects of instruction.

14. The subjects of instruction under this division may be any subjects admitting of systematic exposition which are approved by the Department as suitable in the particular circumstances.

For purposes of reference they may be classified under the following heads :—

(A.) English Subjects—

English, Geography, History, the Life and Duties of the Citizen.

(B.) The study of any language, ancient or modern, approved by the Department.

(C.) Commercial Subjects—

Commercial Arithmetic, Handwriting, Bookkeeping Shorthand, Commercial Correspondence, Business Procedure, Commercial Geography. The study of any language with a direct view to its use in business.

(D.) Art—

Drawing and Modelling; Elementary Design.

(E.) Mathematics—

Elementary Geometry, Algebra, Mensuration, Dynamics.

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(F.) Science—

The Elementary Study, Theoretical or Practical, of Physical or Natural Science, or any branch thereof.

(G.) Applied Mathematics and Science—

(*a.*) General—

Practical Mathematics, including Technical Arithmetic and the use of mathematical instruments and tables; Mechanical Drawing.

(*b.*) Special—

The application of Mathematics and Science to specific industries.

Machine Construction, Building Construction, Naval Architecture, Electrical Industries, Mining, Navigation, Agriculture, Horticulture, or any other industry the scientific principles underlying which admit of systematic exposition.

Where the nature of the subject requires it, previous or concurrent study of (G) (*a*), or of the related branch of (E) or of (F), will be made a condition of taking any subject under (G) (*b*).

(H.) Handwork—

Elementary instruction in the use of tools—Woodwork, Ironwork—with concurrent instruction in Drawing to Scale, and the practice of such occupations as Needlework, Cookery, Laundry work, Dairy work, with accompanying explanations of processes.*

Ambulance work (practice and theory).

Syllabus of instruction to be submitted.

15. A Time-table and a syllabus showing in outline the proposed work of the class must be submitted for the consideration and approval of the Department within a fortnight after the first registered meeting of the class, and a record of the actual work done and of the results of class examinations held, and the marks awarded for the class exercises of the students, must be kept and be available for the information of His Majesty's Inspector.

Number and duration of meetings.

16. The class in each subject, or group of related subjects attended by the same pupils must, except with the special approval of the Department, meet not less than one day a week for at least twenty weeks, each meeting to be of not less than one hour's duration (or in the case of subjects of practical instruction 1½ hours), unless the special sanction of the Department has been obtained beforehand.

Teachers qualifications.

17. The qualifications of the teachers proposed for each particular subject must be fully stated and proved to the satisfaction of the Department. The general conditions of recognition shall be those stated in Articles 63 to 69.

Rules as to rate of grant.

18. The rate of grant for classes in Division II. shall vary according as the instruction given is mainly theoretical or mainly practical, and shall further vary according as it does, or does not, require the provision and use of special apparatus.

Definition of "Practical Instruction."

19. By practical instruction is meant instruction under heads (F), (G), or (H) of Article 14, which proceeds mainly by means of actual experimental work on the part of the pupils themselves in properly equipped laboratories or workshops, supplemented by the necessary explanations and demonstrations. Supplementary

* Art Needlework, comprising suitable studies in Drawing and Design, and Wood-carving when treated in a like manner, may be recognised as Division II. subjects. But classes in Fancy Needlework and in Wood-carving alone, fall under Article 38.

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theoretical instruction may be reckoned as part of the practical course, but to an extent not exceeding one-half of the time occupied by the pupils in practical work.

Rate of grant determined by Department.

20. The Department shall determine, on consideration of the syllabus submitted and the report of the Inspector as to the mode of conducting the class, which of the rates of grant specified in Article 22 shall be allowed in respect of any particular course of instruction.

Size of classes.

21. *No class for theoretical instruction under one teacher shall, except in circumstances specially approved by the Department, exceed 40 pupils in habitual attendance, nor shall any class for practical instruction in like manner exceed 20 pupils. Where, with the sanction of the Department, these numbers are exceeded, a grant may be paid with such deduction as the Department, having regard to the circumstances of the case, may determine.

Rates of grant.

22. Subject to the provisions of Articles 47 to 53, grants for instruction in classes falling under this division shall be at the rate of 4s. 2d., 5s. 10d. or 8s. 4d. per pupil per hour per week for a normal session of twenty weeks, as the Department may determine, following the distinction of Articles 18 and 19 †.

DIVISION III.—SPECIALIZED INSTRUCTION (ADVANCED).

Nature of instruction.

23. This division shall comprehend organised courses of instruction extending over several years in the subjects of Division II. or other subjects of a more advanced character which may be regarded as a development of the subjects of Division II.

Character and length of courses.

24. Such courses may either provide for graduated instruction in a single subject approved by the Department as suitable for recognition under Division III., or for systematic instruction in a group of subjects, arranged with a view to fitting students for the intelligent practice of some particular industry or occupation. Courses to be recognised in this division must, as a rule, extend over at least three years, and must provide for at least forty hours' instruction in each year.

Conditions of admission to a first year's course.

25. The conditions of admission to the first year of any course in Division III. shall be the same as for the corresponding classes of Division II.

Conditions of registration at second year's or higher course.

26. Students over 15 years of age who, having previously qualified in terms of Article 12, have received at least forty hours' instruction in the subject matter of a first year's course approved by the Department, may be registered for attendance grants in the second year of the same course, and pupils who have received at least thirty hours' instruction in a second or third year's course may be registered in the next higher course.

* When the staff supplied is otherwise adequate, classes may be combined for the purpose of special lectures or demonstrations, provided due intimation is made to the Department and sanction obtained. Visits of classes to collieries, museums, &c., and other similar excursions, may be recorded in the attendance register and counted as attendances for grant if students are accompanied by the recognised Teacher of the class, the arrangements proposed being previously submitted to and approved by the Department. The time for which attendances are so registered will not, unless otherwise sanctioned, be permitted to exceed the duration of an ordinary meeting of the class.

† As a rule instruction in Ambulance work will be paid for at the rate of 4s. 2d. Classes in Millinery and Dressmaking will be paid for normally at the rate of 4s. 2d., and Cookery and Laundry work at the rate of 5s. 10d., but when a class in these subjects is restricted for purposes of more efficient teaching to 15 pupils or under, the grant may be paid at a higher rate.

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27. Students of not less than 15 years of age who have previously obtained a pass in the Lower Grade at the Leaving Certificate Examination or who have passed Examinations accepted by the Department as equivalent, may be registered in the second year's course of corresponding subjects. Similarly students of not less than 16 years of age who have obtained a pass in the Higher Grade at the Leaving Certificate Examination, or a success in the Advanced Stage of any subject of the Board of Education Regulations, or who have passed Examinations accepted by the Department as equivalent, may be registered in the third year's course. **Alternative conditions of registration at a second or third year's course.**

28. For enrolment in the second year of an Art Course under this division, a student who has not taken the first year's course must have obtained a success in at least two of the subjects of the Art Syllabus of the Board of Education Regulations. **Conditions of admission to a second year's Art course.**

29. Sufficient attendance (see Article 26) at a class or classes in Division II., which can be regarded as equivalent to the first year of a course recognised under Division III., may, when proved to the satisfaction of the Department, be accepted as qualifying for admission to the second year of the course. **Attendance under Division II. accepted in lieu of a first year's course under Division III.**

30. Classes in Division III. must meet not less than twice a week on separate days for at least twenty weeks, each meeting to be of not less than one hour's duration. **Number and duration of meetings.**

31. A Time Table and a syllabus showing the subject matter of the course, and its distribution over the various years, must be submitted for approval, and the Department reserves the right to determine on consideration of this syllabus, and of the number of meetings to be held in each year, whether or not the classes may be recognised under Division III. The Department's decision as to this point, where it shall deem delay expedient, may be deferred till the completion of the first year's course. The further requirements of Article 15 shall also apply to classes recognised under Division III. **Syllabus to be submitted. Recognition under Division III. may be deferred.**

32. A higher standard of qualification will be insisted upon for teachers of courses in Division III. than for the corresponding classes in Division II. For each course a principal teacher shall be appointed, who, in the case of Commercial or Industrial Courses, will be expected to possess a practical acquaintance with the business or industry to which the course relates. **Teachers' qualifications.**

33. Subject to the provisions of Articles 47 to 53, grants for instruction in Commercial courses (corresponding to the subjects of Article 14 (C)), and for Industrial Courses (corresponding to the subjects of Article 14 (G) (*b*)), shall be at the following rates per pupil per hour per week for a session of twenty weeks in the second and succeeding years.* **Grants for commercial and industrial courses.**

(*a*) Commercial Courses—

10s. in the second year,
15s. in the third year, and
25s. in the fourth and succeeding years.

(*b*) Industrial Courses—

13s. 4d. in the second year,
20s. in the third year, and
35s. in the fourth and succeeding years.

* First year's Courses will be treated for the purposes of grant as falling under Division II., and will be paid for at the rates specified in Article 22. Payment under Article 22 instead of Article 33 may be made on account of the attendances of students enrolled in Division III. courses whose work in the opinion of the Inspector is unsatisfactory or who omit any essential part of the prescribed course.

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Proper laboratories a condition of higher grant.

34. It shall be a condition of the higher rate of grant allowed for Industrial Courses that provision shall be made in properly equipped laboratories (or workshops) for such amount of practical work on the part of the students (being work illustrative of the principles taught, and not merely the practice of trade processes), as the Department shall deem requisite in the particular circumstances.

Grants for Art and other courses.

35. The payment for Organised Courses of Instruction in Art, showing sufficient advancement, shall be the same as for the Commercial Courses, and in the case of other courses not falling under either of the heads of Article 33 the Department shall determine, on consideration of the syllabus of instruction and of the method of teaching, whether the higher or the lower of the afore-mentioned rates of grant shall apply.

Size of classes.

36. The regulations as to size of classes stated in Article 21 shall apply also to courses recognised under Division III.

English literature and history may be included in course.

37. When courses of study under Division III., meeting not less than three times a week, are so arranged as to provide for the systematic instruction of the students at one meeting a week in some period or branch of Literature or of History, according to a scheme approved by the Department, such meetings may be reckoned as part of the course and attendances thereat included in the claim for the course.

DIVISION IV.—AUXILIARY CLASSES.

Subjects of instruction.

38. This division shall comprehend classes for instruction in Physical Exercises, Military Drill, Vocal Music, Wood Carving, Elocution (*if taken in connexion with an English course*), or such other subjects as may be recognised by the Department as suitable for grants under this Division.

Conditions of admission.

39. These classes shall be open to all pupils who are free from the obligation to attend school as required by the Education Acts, but it shall be a condition of grant that the Department shall be satisfied that Managers are using all reasonable endeavour to encourage the attendance of the pupils at classes of other divisions also.

Management may be different from that of other classes attended.

40. Classes for instruction in subjects of Division IV. need not be under the same management as those of the other divisions, and the other attendances referred to in Article 39 may be made at classes under different management.

Rate and limits of grant.

41. Subject to the provisions of Articles 47 to 53, the rate of grant for classes recognised under Division IV. shall be 2s. 6d. per pupil per hour per week for a session of twenty weeks, but not more than two meetings of any class under this division in any one week shall be reckoned for grant, nor more than forty hours per pupil in any session.

Syllabus and teachers to be approved.

42. The course of instruction and the qualifications of the teachers shall be subject to the approval of the Department.

Size of classes.

43. The limit of numbers in the class will be determined by the Department for each particular case, but a proportionate reduction in the rate of grant may be made when the number exceeds forty.

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GENERAL CONDITIONS OF GRANTS.

Classes of various divisions to be kept distinct.

44. The several classes and courses of the various Divisions must be kept quite distinct, and simultaneous instruction by the same teacher of two classes or courses will not be permitted except in Division I. and in the classes conducted under Article 14 (D). (Art Classes), and in special cases, where, on the ground of small enrolment of pupils, the Department's previous sanction has been obtained.

Exceptions in rural districts.

45. In rural districts, and with the special sanction of the Inspector, instruction in one or more subjects of Division II. may be conjoined with instruction in Division I.

Pupils may attend more than one class but excessive attendances may be disallowed.

46. The attendance of the same pupils at classes in more than one division will be permitted—the classes meeting at different times—but the Department on consideration of the return of each pupil's attendances may, either with or without notice, disallow attendances which may reasonably be considered to be excessive.

The attendances of pupils and pupil-teachers on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools, who may, for special reasons, be admitted to these classes, may not be reckoned in any claim for grant, nor may the attendances of pupil-teachers not on the registers of such schools be reckoned except in classes specially recognized for the instruction of pupil-teachers in Science or Drawing under Division II.

General conditions of grant

47. No grant is payable unless the conditions of this Code are fully complied with, the regulations as to Registration are observed, the classes are open at all times to the visits of officers of the Department, and accurate returns are made by Managers of such particulars as are asked for by the Department. No claims for grants will be entertained unless received in the Department by November 1st following the closing of the classes.

Calculation of grant.

48. Subject to the provisions of the foregoing article the grant due at the rates mentioned under various divisions will be ascertained by adding together all the attendances which may be reckoned in accordance with the succeeding article and dividing by 20.

Calculation of attendances on which grant is paid.

49. In reckoning the number of hours of attendance for the purpose of the foregoing article the attendances of pupils who have made less than 10 hours of attendance in any subject separately registered shall be excluded.

Special grants for small classes

50. When a class of less than 20 on the roll for theoretical instruction, or of less than 10 for practical instruction, is certified by the Inspector to be required by the circumstances of the locality, and to be efficiently taught, and when he further certifies that a larger attendance could not reasonably be expected, a grant may be allowed as for 20 and 10 pupils respectively, or for any less number which may be determined by the Department after consideration of the case.

Reduction of grant.

51. The grant as calculated in accordance with the preceding regulations will be reduced by its excess over three-fourths of the expenditure actually incurred by Managers in the maintenance of the classes.* The Department may, on consideration of any report from an Inspector, order a deduction of one or more tenths to be

* For the present in any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, a grant not exceeding seven-eighths of the expenditure may be allowed, provided that this expenditure is approved by the Department, and that the Department is satisfied that the salaries of the teachers of Continuation Classes bear a proper relation to the salaries of teachers in the Day Schools.

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made from the grant in respect of faults of order, registration equipment, or instruction, and any such deduction shall be made from the grant as reduced under this Article. A similar deduction may be made in respect of non-compliance with any of the regulations contained in this Code.

For the purpose of this reduction the expenditure by managers upon all the classes under their charge, irrespective of division or place of meeting, and likewise the grant earned for these classes, will be treated as one whole.

Calculation of expenditure.

52. Expenditure for the purpose of the preceding article will be exclusive of any charge for rent or interest on loans, and will be diminished by the amount of fees received from students and by the proceeds of the sale of materials, or other similar sources of income.*

Separate accounts to be kept.

53. The accounts of classes aided under this Code must be kept entirely distinct from those of any school which may be held in the same premises, and where it may not be possible to keep strictly separate accounts for such expenses as warming and lighting, vouchers for the whole expenditure must be submitted, if required, and an equitable proportion, to be approved by the Department, inserted in the accounts of the Continuation Classes.

MANAGEMENT OF CLASSES.

Classes not to be conducted for profit.

54. Classes under this Code must not be conducted for profit (see Article 51), and Managers proposing classes may be required to state from what funds the expenses of the classes will be met in the first place.

Financial responsibility of managers.

55. Managers must undertake full financial responsibility for the expenses of the classes, including the salaries of the teachers, independently of the payment of a grant or its amount.

The production of vouchers showing the payment by Managers of all sums due in respect of the work of each session may be required before payment of the grant is made.

Payments to teachers to be of fixed amount.

56. Payment to teachers must, as a rule, take the form of a fixed stipend per session or per lesson, agreed upon beforehand, and must not be either wholly or in part contingent upon the amount of grant earned.

Fees.

57. The fees to be paid by students attending classes in Division I. shall not exceed 9d. per week, but as regards classes in other divisions Managers may exact such fees and make such conditions as to the payment of fees as they may think expedient. (See Article 52.)

Conditions of gratuitous instruction.

58. Instruction in classes conducted by a School Board or other Local Authority recognised for educational purposes or in other classes in circumstances specially sanctioned by the Department, may be gratuitous, provided that any lowering or abolition of fees under this Article shall not, in the opinion of the Department, have the effect of establishing undue competition with other recognised classes in the same locality.

Report by School Board on instruction in their district.

59. The Department may, from time to time, require from School Boards a report as to the provision made within their district, either by themselves or other Managers, for instruction in the subjects of this Code, regard being had to the industries of the district and the occupations of the inhabitants, and may, upon consideration of this report, recognise or refuse to recognise any further classes which may be proposed.

Recognition of new classes.

* Reasonable expenditure upon prizes, text books or apparatus of a durable kind may be recognised as falling under the head of "maintenance" for the purposes of Article 51 to an amount not exceeding the actual net receipts from fees or from the sale of books or apparatus to students.

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Management of classes may be delegated to a committee.

60. Where a School Board or other Local Authority recognised for educational purposes assumes financial responsibility for classes under this Code as in Article 55, they may delegate the superintendence and direct management of the classes, or of any of them, to a Committee or Committees, which may include persons not members of their own body, and may appoint a separate official correspondent for each class or set of classes.

Constitution and powers of managing committees.

61. The constitution of such Committees and the powers to be entrusted to them shall be at the discretion of the School Board or other Local Authority, who will be regarded by the Department as the responsible Managers, but in the case of the Industrial and Commercial Courses under Division III., or of classes for instruction in the corresponding subjects of Division II., it is recommended that persons skilled, whether as employers or employed, in the relative industries or occupations, should be appointed members of the managing Committee.

Schemes of instruction to be considered by managing committee before transmission to Department.

62. All schemes of instruction in the several classes should be submitted in the first place to the aforesaid Committee, who shall consider the suitability of the schemes from the point of view of the industries concerned, and shall transmit them to the Department with such observations as they may see fit.

QUALIFICATIONS OF TEACHERS.

Special knowledge required of subject to be taught.

63. No general qualification to teach the subjects embraced in this Code will be granted, but evidence will be required in all cases of knowledge of the particular subject which it is proposed to teach.

Register of teachers.

A register is kept containing the names of teachers who, after provisional recognition by the Department in any subject, have taught a class in that subject to the satisfaction of the Department for at least one session.

64. (*Dropped*).

Qualifications for provisional recognition.

65. Provisional recognition will be accorded as a rule in respect of the following qualifications :—

(*a*) A Degree of any University of the United Kingdom or the Diploma of a Technical College, a Central School of Art, or other institution recognised by the Department for this purpose, in respect of any subject which, upon investigation, is found to be covered by said Degree or Diploma ;

(*b*) A first-class Certificate of the Advanced Stage (or a Certificate in Honours) of any Science Subject of the Board of Education Regulations—in respect of that subject.

Where the examination in any subject has been theoretical only, additional evidence of acquaintance with the methods of experimental illustration may be required ;

(*c*) An Elementary Drawing Certificate of the Board of Education ; a qualification to teach Drawing obtained at a Training College in or after 1901 ; or a Certificate, authorised by the Department, of attendance and progress at a course of instruction in Drawing conducted under Article 91 (*d*) of the Day School Code—in respect of any class in Elementary Drawing conducted under Division II. ;

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(*d*) An Art Class Teacher's Certificate, an Art Master's Certificate; or a special Diploma of a Central School of Art—in respect of more advanced art classes conducted under Division III.;

(*e*) A pass in the Higher Grade of any subject at the Leaving Certificate Examination—in respect of that subject, provided that in the case of a Modern Language a candidate for provisional recognition may be required to submit himself to further examination at the hands of a person or persons specially nominated by the Department for the purpose, and in the manner prescribed by the Department.

Such additional examination in the case of the proposed teacher of a class under Division II. will be confined to ascertaining the candidate's ability to read fluently with good pronunciation and intelligible phrasing a piece of simple narrative, and to give in English the gist of a similar passage read slowly. For recognition as teacher of a Modern Language under Division III. higher attainments in these respects will be looked for, as well as some conversational ability.

Provisional recognition of teachers under Division IV., and exceptional cases.

66. The qualifications of candidates for provisional recognition as teachers of classes in Division IV. will be specially considered, and the Department may exceptionally admit to provisional recognition in other Divisions candidates whose qualifications are proved to the satisfaction of the Department in ways other than those specified.

Registration of provisionally recognised teachers.

67. Teachers admitted to provisional recognition in respect of any subject may be placed upon the register (Article 63) in respect of that subject upon the completion of a session of satisfactory work as evidenced by the report of the Inspector.

Recognition may be suspended.

68. Registration may be suspended (or further provisional recognition refused) upon evidence of insufficient knowledge of the subject for teaching purposes or inefficiency as a teacher from whatever cause arising.

Provisional recognition may be continued beyond one session.

69. In the case of a teacher whose attainments, as judged by the standards specified in the preceding articles, do not warrant his being placed upon the register, but who has shown satisfactory teaching power, the Department, in consideration of the circumstances of the district or for other special reason, may continue provisional recognition for more than one session.

EXAMINATIONS AND CERTIFICATES.

Certificates by managers of satisfactory attendance and progress.

70. Certificates of satisfactory attendance and progress may be issued by Managers to students attending classes in any division upon conditions to be approved by the Department.

Such Certificates may be awarded wholly upon the attendance and record of work of the student as shown by the exercises done and the results of the class examinations held by the teacher, or the class examinations may be supplemented by special examinations held in conjunction with the teacher by persons appointed by Managers and approved by the Department, provided that due account is taken of the attendance and class work of the student.

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71. In order that Certificates issued by Managers may be recognised by the Department for any purpose it will be necessary (1) that the class be favourably reported on by the Inspector; and (2) that opportunity be afforded to the Inspector of duly testing the method by which the award of Certificates is determined, and that he certify that the approved conditions of issue have been adhered to. Recognition of managers' certificates.

72. Certificates granted under the foregoing conditions to students who have completed an approved course under Divisions II. or III. extending over not less than two sessions will, subject to any necessary investigations by an Inspector, be specially endorsed by the Department. Certificates endorsed by the Department.

73. (*Dropped.*)

74. Students of classes conducted under these regulations may also be presented at the Local Examinations in Science and Art of the Board of Education until further notice, but, except where the Department for special reasons shall otherwise determine, in the Advanced and Honours stages only. Local Science and Art examinations of the Board of Education.

WORKS EXECUTED BY STUDENTS.

75. No payment will be made on works executed in classes for instruction in Machine Construction and other similar subjects, but time spent in executing in class works illustrative of the instruction given, may be registered for grant subject to the approval of the Inspector as to the proportion of time so employed. Time spent on works may be registered.

76. No payment will be made on Art Works, but selected Art Works of an advanced character in certain subjects, may be entered for the National Competition of the Board of Education, South Kensington, S.W., under conditions which will be stated by the Scotch Education Department from time to time, and such works will be eligible for the awards of that Competition. Art works may be entered for National Competition.

LOCAL SCHOLARSHIPS.

77. A grant may be made in aid of the provision of Local Scholarships, either by Managers or others, in circumstances and upon conditions approved by the Department. Conditions of grant in aid of scholarships.

The grant so made shall not exceed half of the total expenditure for the purpose specified, nor shall it exceed the sum per head which may be fixed by the Department from time to time in respect of any particular class of Scholarship.

78. (*Dropped.*)

79. The following classes of Scholarships are contemplated:—

(*a*) Junior Scholarships to be awarded to pupils of Day Schools who have obtained a Certificate of Merit or have shown to the satisfaction of the Department equivalent attainments, or to deserving students of classes under Division I., upon condition of attendance at a course under Division II. or III., or at an institution giving more advanced instruction. Junior scholarships.

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Senior scholarships.

(*b*) Senior Scholarships to be awarded to pupils of Day Schools who are qualified for the award of the Intermediate Certificate of the Department, or to deserving students of classes under Division III., upon condition of further attendance at day classes — in the case of Scholarships awarded for Pure or Applied Science at a University or Technical College approved by the Department; in the case of Scholarships for Art, at a Central School of Art; and in the case of Scholarships for Modern Languages upon conditions as to residence and study abroad proposed by Managers and approved by the Department.

Limits of grants.

80. The limit of the Department's grant (the amount of the local contribution being at least equivalent) shall be in the case of Junior Scholarships £5 per annum for each scholar, and in the case of the Senior Scholarships £25 per annum for each scholar.

Award of Scholarships.

81. Scholarships of both grades shall be awarded by Managers on their own responsibility, but according to a scheme of examination or selection proposed by Managers and approved by the Department.

Proposals to be submitted to the Department.

82. Proposals for the granting of Local Scholarships must be submitted to the Department at or before the beginning of any session in which they are to be made tenable, and when the conditions of award and tenure have been approved, the Managers may pay the amount of the Scholarship direct to the holder at such times and in such proportions as they may determine. Upon receipt of evidence at the end of the session of the payment of the amount of the Scholarship, and as to continued and satisfactory study on the part of the student, any grant awarded by the Department (Article 80) will be paid to the Managers.

Scholarships may be made tenable for one, two, or three years, and an increasing rate of stipend for each year may be arranged for.

Senior scholarships in connection with institutions under Art. 87.

83. An institution exempted from the conditions of this Code, as in Article 87, may, subject to the conditions of any special Minute regulating grants to such institution, submit proposals for, make contributions towards, and receive grants in aid of, Scholarships in connection with such institution on the conditions applicable to "Senior" Scholarships in Article 79 (*b*).

PRIZES,* &c.

Prizes, etc., under Board of Education Regulations open to students under this Code.

84. The Prizes, Medals, Exhibitions, and Scholarships referred to in the Regulations of the Board of Education, shall be open for competition to students of classes in the relative subjects under this Code under the conditions stated in the said Regulations, or of any modification thereof, which the Board of Education may make.

Teachers to whom grants and privileges under the Regulations are open.

85. The grants and privileges to teachers of Science and Art Classes allowed by the Regulations, or of any modifications thereof which the Board of Education may make, shall be open to teachers of Science and Art subjects under this Code, as well as to teachers of the same subjects in Secondary Schools or in Higher Grade Departments of Public Schools. Application for the benefit of these provisions should be made to the Scotch Education Department.

* See Appendix No. 4.

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86. Teachers of Science and Art Schools and Classes recognised by the Department may take their students to examine the collections in the Royal Scottish Museum, Edinburgh. When due notice of such visits has been given, special facilities for the inspection of the collections will be afforded to the students wherever necessary. Visits to Edinburgh Royal Scottish Museum.

When a teacher desires to avail himself of this privilege the correspondent for his school should write to the Director at least one week prior to the intended visit, stating the number of students by whom the teacher will be accompanied, the proposed date and hour of the visit, and the collection which it is desired to inspect. The visits may take place on Mondays, Tuesdays, Thursdays, and Fridays between 10 a.m. and 4 p.m., on Wednesdays, between 10 a.m. and 4 p.m., and between 6 p.m. and 10 p.m., and on Saturdays between 10 a.m. and 10 p.m., but no special facilities are given on any general public holiday.

87. The Scotch Education Department may from time to time exempt any Technical College, School of Art, or other special institution eligible for grants under this Code from the operations thereof, and may substitute therefor, with the consent of the Treasury, a special Minute embodying the conditions of grants to each such College, School, or Institution so exempted. Grants to institutions exempted from provisions of this Code.

88. The Department, as occasion requires, may cancel or modify articles of this Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month. Alteration of Code.

89. This Code shall be printed each year in such form as to show separately all articles cancelled or modified, and all new articles since the last edition, and shall be laid on the table of both Houses not later than the 15th of May in each year. Code to be printed and laid before Parliament.

(Signed) CREWE,
Lord President of the Council.

JOHN SINCLAIR,
Vice-President of the Committee of Council on Education in Scotland.

J. STRUTHERS,
Secretary.

Scotch Education Department,
9th May, 1906.

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APPENDIXES.

I.—SHOWING SEPARATELY (for 1906) ALL ARTICLES MODIFIED AND ALL NEW ARTICLES.

II.—EXPLANATORY CIRCULAR (No. 320).

III.—REGISTRATION REGULATIONS.

IV.—MEMORANDUM showing the PRIZES, SCHOLARSHIPS, PRIVILEGES, &c., under the Board of Education Regulations open to students and teachers under this Code. (*Form A.* 66.)

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APPENDIX No. 1. - - - -

SHOWING separately (for 1906) all ARTICLES

Articles in the Code of 1905 which are modified in the Code of 1906.

3. The subjects of instruction shall be: (*a*) English—reading, spelling, and composition; (*b*) the principles of Arithmetic with such practical applications as may be approved of in any particular case; (*c*) one or more of the following: Drawing, History, Geography, Nature Knowledge, and for girls, Needlework, Cookery, Laundry work.

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9. * * * of 20 weeks.

---

12 II. (a) * * * obtained a *merit certificate;*

---

21. Footnote:—
* * * approved by the Department.

---

30. * * * twice a week for at least * *

---

33. Footnote:—
* * * will be treated as falling * * *

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modified, and all NEW ARTICLES.

New, or modified, Articles in the Code of 1906.

Recast :—

3. Managers are required to submit for approval a course of instruction which shall include (*a*) the study of English as indicated in the Fifth Schedule of the Day School Code, Head A., (*b*) instruction based on one of the courses outlined in the Sixth Schedule, and *may* include (*c*) any of the studies mentioned in the Fifth Schedule, Head B.

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9. * * * of 20 weeks. *The rate may be increased to 4s. 2d. (as in Division II.) in the case of any pupils of these classes who may be qualified in terms of Article 12 II.*

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12 II. (a) * * * obtained a *Certificate of Merit* (*Article 29 II., Day School Code*) ;

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14. (H.) Footnote [New] :—

* *Art Needlework, comprising suitable studies in Drawing and Design, and Wood-carving when treated in a like manner, may be recognised as Division II. subjects. But classes in Fancy Needlework and in Wood-carving alone, fall under Article 38.*

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21. Footnote :—

* * * approved by the Department. *The time for which attendances are so registered will not, unless otherwise sanctioned, be permitted to exceed the duration of an ordinary meeting of the class.*

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30. * * * twice a week *on separate days* for at least * * *

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33. Footnote :—

* * * will be treated *for the purposes of grant* as falling * * *

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Articles in the Code of 1905 which are modified in the Code of 1906.

41. * * * forty hours in any session.

---

47. * * * by November 1st.

---

51. * * * under this Article.

---

79 (a). * * * obtained a Merit Certificate * * *

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New, or modified, Articles in the Code of 1906.

41. * * * forty hours *per pupil* in any session.

---

47. * * * by November 1st *following the closing of the classes.*

---

51. * * under this Article. *A similar deduction may be made in respect of non-compliance with any of the regulations contained in this Code.* * * *

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79 (a). * * * obtained a *Certificate of Merit* * *

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APPENDIX, No. 2.

CONTINUATION CLASS CODE. CIRCULAR No. 320.

SCOTCH EDUCATION DEPARTMENT.

August, 1901.

SIR,—The object of this Code has already been briefly stated in the memorandum which accompanied the Code when it was laid before Parliament, but Lord Balfour of Burleigh deems the present occasion a fitting one to make some further explanation of its aims, to define more precisely its field of operation, and to offer some suggestions as to the modes in which managers may co-operate with a view to making the Code an effective instrument for furthering technical instruction in the widest sense. By technical instruction in this connection is to be understood instruction which aims at communicating to the pupils knowledge and facilities which have a *direct* bearing upon some special occupation, industrial or commercial.

Place of this Code in the educational system; relation of general education and specialised instruction.

The present Code is a further step in the process of reorganising the educational system of the country (in so far as that is controlled by Departmental regulations which Their Lordships entered upon in 1898, when the administration of Science and Art grants in Scotland was transferred to the Scotch Education Department. The first important step in that process was taken in the Code of 1899, which dealt with the organisation of schools aided under the Code, and utilised the money hitherto given for specialised instruction of various kinds in these schools, both under the Code and the Directory, for the more generous support of advanced instruction of a general character beyond the Merit Certificate stage.

By the Minute of the 24th August, 1900, a second important step was taken. In that Minute they dealt with the conditions of Science and Art instruction in schools, which, though not eligible for grants under the Code, were in receipt of grants under the Science and Art Directory.

In both these cases their aim has been to simplify and consolidate school work by making instruction in Science and Art, of a kind and amount to be determined by the general aims of the school, an integral part of the *general* education given to all pupils, rather than to encourage the teaching of a multitude of subjects to special sets of pupils.

The Continuation Class Code, on the other hand, presupposes that this general education, whether of an elementary or a more advanced character, is ended, that the pupil has definitely left school, that he is either engaged in some employment or is making special preparation for entering upon it, and that what he desires and needs is instruction dictated by his experience of the requirements of life and of his particular occupation. Even when the subject matter is the same, the method of instruction will be considerably different from what it is or ought to be in schools which aim at giving a general education whether of the elementary or secondary type; and now that provision has been made in the present Code for specialised instruction adapted to the most varied requirements, it will be matter for consideration whether further steps may not be taken to relieve the curriculum of the schools proper, whether elementary or secondary, from elements and subjects which are foreign to their proper purpose.

Importance of adequate preliminary training; classes under this Code not a substitute for but a supplement to general education.

To turn to the Code itself, it is evident that the value of the specialised instruction given under it will depend in very large measure upon the thoroughness of the previous general education received by the pupils. Hence, the first duty of managers of classes under this Code, who are also managers of schools proper, will be to use to the full every power conferred upon them by the Education Acts to secure prolonged attendance at school. Of scarcely less importance is it to see that when the discipline of school does end it is immediately succeeded by the discipline of regular employment combined with attendance at appropriate continuation classes.

The Education Act of the present year confers upon School Boards powers which may be used for this purpose, and exemption from school attendance in the case of children over twelve and under fourteen ought not to be granted upon any certificate of attainment, however satisfactory in itself, unless there is evidence to show that the pupil is to enter upon regular employment under

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suitable conditions, and that such employment is rendered necessary by the circumstances of the parents. In all cases exemption, when granted, should be accompanied by stipulations as to attendance at suitable continuation classes.

Division I.

But, whatever the success of these measures may ultimately be—and it is to be hoped that it will be great—for the present the fact has to be faced that considerable numbers of pupils who have left school are still lacking in those elements of a general education which would enable them to profit by specialised instruction in almost any form. It is to meet the case of these pupils that the preparatory classes of Division I. are included in the Code, but this division of the Code should be regarded as serving a temporary purpose only, and its elimination should be effected by well-directed effort to prolong attendance at school, and to diminish the interval that might otherwise exist between the school proper and the continuation class.

A certain standard of general education has been laid down (Articles 11-13) as a condition of admission to classes under Divisions II. and III., and Their Lordships trust that managers will carefully conform to the spirit of these regulations. But the mere exclusion of unfit pupils is in itself only a negative measure, and it rests with managers to take steps such as those indicated above to diminish the numbers of the unfit by giving them an adequate preliminary training.

Divisions II. and III.

But apart from the classes under Division I. and those under Division IV., which will be dealt with later, the realisation of the main objects of the Code may be said to rest essentially upon the success of the classes conducted under Divisions II. and III., and a word of explanation as to the scope of the classes conducted under these divisions may be useful. The subjects dealt with under both divisions are those enumerated in Article 14 and such other subjects as are the natural developments of those named. Both presuppose the instruction of the pupils in a subject, or a well-defined and homogeneous group of subjects, of practical value to them in view of their occupations; but whereas in certain cases local circumstances may render it possible to arrange a comprehensive and progressive course of study extending over several years, in others such continuity of instruction cannot be looked for, and sections or fragments only of the complete course can be dealt with, these being determined by the prevailing wants of pupils and the supply of teachers with suitable qualifications. This latter case is provided for by the regulations under Division II., but it is to be remembered that desultory instruction of this kind, though not without its value, is but an imperfect substitute for the systematic and prolonged study required for recognition under Division III.; and, wherever possible, courses should be arranged under that division—under which alone the objects of this Code can be fully carried out—in preference to Division II. The distinction between classes under Divisions II. and III. is not necessarily one of greater or less advancement, but depends rather on completeness and continuity of curriculum.

Special courses contemplated under Division III.

The courses specifically mentioned under Division III. are commercial and industrial courses. To these others may be added—*e.g.*, courses for the systematic study and practice of industrial art, and courses specially suited for girls. It is obvious that the same course of training in its initial stages may be suitable for several industries—*e.g.*, instruction in geometrical drawing and mathematics is the necessary foundation of technical instruction relative to a large group of industries—and it will only be in comparatively few cases that specialisation, even at a later stage, can be carried to any great extent, should such specialisation be otherwise desirable. But whether the course has only a general or an immediate relation to some group of industries, its practical object must never be lost sight of. In these classes, for example, the study of mathematics will take a very different line from that which would naturally be pursued in a secondary school, and will concern itself largely with the construction and handling of formulæ of immediate practical application. In commercial courses, in like manner, the study of modern languages will follow different lines from those pursued in schools where this study is an instrument of general education, though the value of the ultimate results will necessarily be largely affected by the soundness of the preliminary training.

Distinction of "courses" and "subjects."

At this point it may be useful, with a view to obviating misunderstanding, to make some observations as to the relation of "courses" under this Code to "subjects," such as the numbered subjects of the Science and Art Directory, which those accustomed to the regulations of the Directory may be inclined to treat as separate entities. A course of instruction under the Code, whether in Division II. or Division III., may comprise one or more "subjects," or parts

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of different "subjects" embodied in a syllabus, and so arranged as to secure what managers deem to be the most suitable course of training for certain practical ends, and in relation to a particular set of pupils. For example, a "course" may be arranged under Division II. to give a certain training in arithmetic, book-keeping, and shorthand—with or without other subjects—with a view to use in business. Shorthand may be taken one evening of the week and arithmetic another, or arithmetic may be taken in the earlier part of the session to be followed by book-keeping in the later, or other alternative combinations may be made; but in each case the course will be regarded as one course, and the pupils taking it as one class for the purposes of the Code, irrespective of the division of subjects. The conditions as to length of session, number of hours per week, and attendances to be reckoned (Article 16) will apply to the "course" as a whole, and not to the separate subjects constituting it. Similarly, practical geometry (the whole or part of the syllabus for Subject I. of the Directory) and practical mathematics (Subject V*p*. of the Directory) may be combined in one course, these subjects being taken either abreast or at a different period of the session. The only conditions are that the subjects combined in one course must be homogeneous; that the course, as a whole, must have a unity of purpose, and that the syllabus submitted must give reasonable promise that the instruction proposed will be effective for its purpose.

It should be understood that it is not necessary that a course under Division II. should in all cases embrace more than one subject. In the case of courses under Division III. the syllabus of instruction for the current year should be submitted in detail, and should be accompanied by an outline of the complete course of which it forms a part.

Division IV.

It will be observed that there are certain subjects in Division II., such as the Life and Duties of the Citizen and certain others, which have no special relation to any particular occupation, but rather concern the individual as a member of the social community. This applies still more to the subjects of Division IV. for which my Lords have thought it right to make provision in this Code. The physical well-being of youth, the formation of habits of discipline, the cultivation of a sense of citizenship and its obligations, are matters of prime importance to the country, and provision in aid of classes for the furtherance of these objects is made all the more readily that they need not be regarded as the rivals of classes under Divisions II. and III., but rather as useful supplements of these classes, freshening the energies of the pupils and varying their interest.

These classes not "recreation" classes simply.

At the same time the classes under Division IV. must not be allowed to degenerate into mere opportunities for recreation and amusement. A practical outcome will be demanded as the result of instruction for which aid is granted in the shape of evident and genuine proficiency in Gymnastics, Drill, Music, or whatever the subject of the course may be. My Lords dissent entirely from the view that pupils should be coaxed or bribed into attending continuation classes by adventitious attractions. They are persuaded that the work of students who can be attracted by such inducements only will be of little value, while their presence in the classes will have largely the effect of lessening the ardour and obstructing the progress of the more earnest students. Lasting benefit to the country is more likely to accrue from the attendance at continuation classes of smaller numbers of students, provided that these students come with a definite purpose of studying matters the importance of which they have realised in their own experience, and are prepared to make sacrifice both of time and amusement. The cultivation of habits of endurance and self-mastery in the pursuit of a worthy object are of even more importance than the knowledge acquired. It is with these views that my Lords have taken steps (by Article 49) to discount the casual attendance at newly-formed classes of pupils who attend for a short time merely from a desire for novelty and fresh excitement.

The main objects of the Code having thus been stated in outline, some subsidiary matters of importance may now be considered.

Examinations and certificates

After the fullest deliberation my Lords have decided to discontinue the award of Elementary Certificates on the results of a uniform written examination. There is reason to fear that under this system much of the instruction for which grants are made has been directed simply to the qualifying of pupils for the purpose of themselves earning grants by instructing others, and so on in a vicious circle. To a greater or less extent preparation for examinations tends to obscure the real object of the classes, with the result that the ultimate effect upon the industries of the country may be by no means commensurate with

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the expenditure incurred. Such examinations must be conducted on a limited number of fully detailed syllabuses, with the result that either the liberty of managers in devising courses suitable for particular classes of students will be unduly restricted, or the number of separate examinations must be increased to an extent which will render the system unworkable. My Lords are also of opinion that an examination exclusively in writing is an incomplete and imperfect test of a student's attainments in most, if not all, subjects, and that it ought to be supplemented by oral and practical tests and by a consideration of the actual work done by the student during his course of instruction. Such more complete tests They propose to institute, but only in those cases where the instruction of the student has been carried to such a pitch as will warrant this more elaborate method of examination. As a rule, examinations will be held by *the Department* in the case of those students only who have completed a full course of instruction under Division III. according to a syllabus approved by the Department for this purpose; and a corresponding importance will be attached to the certificates so awarded.

As conducted by the Department.

In other cases, where the instruction of students falls short of this high standard, my Lords propose to commit the award of certificates to managers directly (Article 70). Certificates so issued should specify the amount and regularity of the student's attendance during the session, the character of his work in class (including class exercises), as adjudged by the teacher, and the results of the examinations held by the teacher. Where managers think it desirable, they may appoint an assessor to act along with the teacher in conducting one or more of the class examinations, and they may make the results of such examinations an *element* in determining the award of the certificates. But having Themselves decided, for reasons already stated, to abandon the practice of written examinations applicable to several classes in common, my Lords will not sanction the award of certificates upon the results of similar examinations, whether conducted by school authorities themselves or by self-constituted examining bodies, nor may the expenses of such examinations (if held) be reckoned as part of the expenses of classes under this Code.

By Managers.

In order that the issue of certificates by managers may be authorised by the Department, the class must have been conducted according to an approved syllabus by teachers recognised by the Department, and must have been favourably reported on by the Inspector, who may, where he deems it expedient, institute a control examination for the purpose of ascertaining the sufficiency of the tests by which the award of certificates has been determined.

In view of the special object of this Code, it is evident that the prime requisite of a teacher is real knowledge of the subject taught rather than that acquaintance with educational aims and methods which forms a necessary part of the technical training of teachers of schools giving a general education. While, therefore, certificated teachers will prove the most suitable teachers for Division I., for the other divisions other and special qualifications will, as a rule, be necessary. These qualifications should, wherever possible, include a practical acquaintance with the business, occupation, or industry to which the class is relative, and, other things being equal, the instruction given will be all the better if that acquaintance is a present and living one. Experience shows that it is not impossible for teachers or other persons, who from their previous training have become, as it were, examination experts, to pass theoretical examinations in subjects of a technical character while altogether destitute of any practical acquaintance with the related industry. It is evident that instruction by such persons will fall far short in practical utility of that given by persons whose theoretical knowledge is corrected and supplemented by practical experience. For these reasons my Lords contemplate the employment under this Code of a class of teachers distinct and separate from the regular teachers of schools, whether elementary or secondary, and only in exceptional cases should the two functions be combined.

Class of teachers contemplated

For similar reasons, while the ultimate general management and financial control of classes under this Code will, as a rule, be in the hands of persons whose primary function is that of managers of day schools, it is of the utmost importance that the immediate direction of each special group of classes should, as suggested in Article 61, be entrusted to persons who, whether as employers or employed, or otherwise, have an intimate knowledge of the practical applications of the subject matter.

General and special management of the classes.

The Code, it is hoped, provides an instrument for the efficient technical instruction of every class of the community which is in a position to benefit by such instruction; but to realise its possibilities in any full measure altogether

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transcends the powers of merely official action, whether on the part of school authorities or of the Department. These can supply the organisation and the funds and can exercise a regulating and co-ordinating function, but it is for business men, workmen, employers, and professional associations of all sorts to state their requirements in the matter of technical instruction for their several employments; to make suggestions for giving a practical direction to the instruction; and to impress upon apprentices and young people entering on specific employment the duty of availing themselves of the opportunities offered. It rests with employers in an especial degree to further the objects of this Code by granting, wherever possible, to the young people in their employment reasonable facilities for attendance at suitable classes. It may be pointed out in this connection that classes under this Code may be held not only in the evening, but at any time of the day. It is probable, for example, that in towns classes for young people employed in business houses may most advantageously be held in the morning. In rural districts in winter the afternoon may be the best time of meeting for a part of the session, the meetings being transferred to the evening as the season advances.

Finance.

The classes under this Code from their very nature should be of benefit in an especial degree to the locality in which they are conducted, and though, in accordance with the precedent of previous regulations, a generous measure of State support has been accorded, my Lords have thought it right that at least some portion of the necessary expenditure, over and above the income which may be derived from fees, should in all cases be borne by the locality. What that necessary expenditure may be it is the object of Articles 51-56 to determine. Managers must provide suitable premises and equipment from their own funds, though it is to be expected that the existing supply of school buildings will in most cases render further expenditure under this head unnecessary; they must determine beforehand, guided by considerations of what is fair and equitable in the circumstances, the amount of remuneration which they are prepared to allow to the teacher for his services, and such sum, and such sum only, must be paid, irrespective of the amount of grant that may be earned; accurate accounts of all other expenditure must be kept, and where it is impossible to separate completely between expenditure for these classes and for the purposes of the day school held in the same premises, allocation must be made on some clearly explained principle. When the necessary expenditure has thus been ascertained, it is possible that some readjustment of rates as between the various divisions, or even some general alteration may be necessary, and these rates should therefore be regarded as provisional only.

Allocation of Residue Grant for Technical Instruction.

It has been usual in the past for Town and County Councils to make from the Residue Grant some contribution toward the expenses of classes such as those embraced by the present Code, and as the conditions of the present Code are such as to render the maintenance of separate classes for the most part unnecessary, it is to be expected that such contributions will be continued and even increased. Where such contribution is made it is suggested that it should *not* take the form of a fixed subsidy, or of a payment upon attendances or results of examinations. It would be better that the Town or County Council, if satisfied that the class for which application is made is a suitable one for aid from their funds, that it has been efficiently conducted, and that the expenditure is reasonable, should recoup managers a certain proportion or, in extreme cases, the whole of the deficiency incurred by managers in maintaining the class, after deduction of the income from fees and from the grant under this Code. In this way the danger of overlapping from concurrent grants for the same instruction will be avoided, and a clearer view obtained as to how the necessary expenses of the classes are met.

Nothing in this Code affects the power of Town and County Councils to establish and maintain classes for which no grant under the Code is claimed; and where they resolve to aid classes established under this Code they must determine for themselves (having regard to the provisions of the Technical Instruction Amendment Act) whether that aid shall be extended to all such classes or restricted to those falling under certain divisions only.

Local Scholarships.

Attention is directed to the provisions for Local Scholarships (Articles 77-83), and specially to the provision for the more effective study of modern languages by residence abroad.

Central Institutions.

It is hoped that the classes under the main divisions of this Code, presupposing as they do at least a modicum of general education on the part of the pupils, will be of real service to the country by diffusing, extending, and acilitating opportunities for technical instruction in the widest sense of the

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term to those who realise the need for it in their daily employment. But my Lords are of opinion that any scheme of technical education would be incomplete which did not provide instruction of the very highest kind in applied Science and Art to selected students who will devote their whole time to study. They think, therefore, that a further differentiation of institutions is necessary, and that instead of all alike being subjected to the same set of regulations, as has been done hitherto, a few which have had an outstanding record of success in the past, which are well staffed and well equipped for a considerable variety of work, and which are situated at the natural centres of population for large areas, may be allowed to proceed upon lines of their own, in the hope that they may develop into institutions worthy to rank, not in number of students, but in quality and advancement of work, with the best of their kind in any other country. It is from such institutions, and the opportunities of research and discovery which they will naturally afford, that decisive advantage to the industries of the country, in so far as that is dependent on educational arrangements, is to be looked for.

For this purpose, provision is made in Article 87. The institutions to be placed in this category will be carefully selected, but it would be premature to state at this stage the exact nature of the arrangements which it may be found expedient to adopt in regard to them.

I have, etc.,

H. Craik

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APPENDIX No. 3.

Regulations as to Registration.

N.B.—Pupils on the registers of schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of a Secondary School, must not be entered for grant on the registers of the Continuation Classes. Attention is directed to Article 2 and paras. IV. & V. of the note on page 6 of the Continuation Class Code.]

I. A separate Attendance Register must be kept for every class, and all the particulars required by Rules II. and III. (below) must appear in each Attendance Register. (*A separate General Register is not necessary.*)

(*a.*) Only one attendance register is necessary for a class in Division I. irrespective of the distribution of subjects. Thus, English and other subjects taken at one meeting may be registered in the same register with arithmetic taken at another meeting.

(*b.*) A "class" in Divisions II. and III. shall be any group of pupils following a common course of instruction either in a single "subject" or in a combination of subjects approved by the Department as constituting a homogeneous course *and embodied in one syllabus.* Thus, while attendances at arithmetic and bookkeeping will, as a rule, be registered separately, a course for the same pupils consisting, *e.g.*, of arithmetic in the earlier part of the session, to be followed by bookkeeping in the later, may be regarded as one class requiring only one register.

II. On the first page of the Register the following particulars must be clearly shown in ink :—

(*a.*) The official name of the school or class.

(*b.*) The subject of instruction, together with the division and the article of the Code under which it is taken. (*If the instruction extends over more than one year the particular year should be indicated.*)

(*c.*) The names of all the teachers.

(*d.*) The days and hours of meeting.

(*e.*) The signatures of managers (or their representatives) who have visited the class, the dates and times of the visits, and the number of students present on those occasions.

III. In the body of the Register provision must be made for the undermentioned details :—

(*a.*) The full name of each student.

(*b.*) The date of his (or her) birth (day, month, year), and the occupation of the student.

(*c.*) The qualification for registration of each student, together with a reference to the article of the Code sanctioning such registration.

(*d.*) The classes attended by each student during the session—whether the classes are under the same management or not.

(*e.*) The fee *actually* paid by each student.

(*f.*) The date of each meeting of the class.

(*g.*) The time of marking the Register at each meeting.

(*h.*) The total number of students present at each meeting of the class.

(*i.*) The total number of *hours* of attendance of students at each meeting.

(*j.*) The total number of *hours* of attendance of each student at the class during the session.

IV. The following rules must be strictly observed :—

(*a.*) All entries in the Register must be in ink.

(*b.*) The names of students should be, as far as possible, in alphabetical order.

(*c.*) A separate column must be used for the attendances at each meeting, the time and date of which must be stated.

(*d.*) The Register must be marked in the column next to that containing the last entry. No blank columns may be left.

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(*e.*) The Register must be marked and totalled within the first ten minutes of the time recognised by the Department as set apart for the meeting.*

(*f.*) The presence of a student must be marked by a cross, thus **X**; and his absence by an **O**.

(*g.*) If a student leaves† before the conclusion of the lesson, his mark for presence must be cancelled at once by drawing a ring round it

thus

(*h.*) The total number of students present at each meeting of the class must be entered at the foot of the column in which their attendance for that lesson is recorded, and must be initialled by the teacher giving the instruction. This must be done, as explained in paragraph (*e*), at the beginning of the lesson.

(*i.*) Subsequent alterations are strictly prohibited. If a mistake in registration has been made it must be corrected by an explanatory note in the Register.

(*j.*) At the close of the lesson the total number of hours of attendance made by all the students during the lesson must be entered immediately under the number of students who were present.

(*k.*) At the close of the session the total number of *hours* of attendance of each student must be entered opposite the name of the student.

(*l.*) Managers or their representatives, when visiting the classes, should record on the front of the Register the number of students present on those occasions, attesting the same by their dated signatures; they should also see that the Registers are properly kept.

(*m.*) Where students are qualified for registration by virtue of their having obtained any of the Certificates referred to in the Code, this fact, together with the years in which the certificates were obtained, must be clearly recorded in the Register. Either the certificates themselves, or a list of them, giving the necessary particulars in each case, and certified by managers (or by the teacher of the class and the principal teacher of the school) after comparison with the actual certificates to be correct, must be kept during the currency of the class along with the Register, in the custody of the head teacher of the class, and be accessible to the Inspector at the time of any of his visits.

(*n.*) All Registers, when filled up, must be put away and preserved for at least five years.

(*o.*) The Managers are recommended to have these rules printed *in extenso* in the Registers to be used for Continuation Classes.

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* Where a meeting for purposes of instruction extends to two hours or over, the Department will be prepared to consider proposals for more than one marking of the Register in the course of the meeting, but the general rule (IV.) (*e*) may not be deviated from without the previous sanction of the Department.

† The Department are prepared to consider proposals for exception from this rule in the case of the pupils who are obliged, by train-hours or other circumstances, regularly to leave before the close.

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APPENDIX No. 4.

FORM A. 66.

SCOTCH EDUCATION DEPARTMENT.

MEMORANDUM, SHEWING THE PRIZES, SCHOLARSHIPS, PRIVILEGES, &c., UNDER THE BOARD OF EDUCATION REGULATIONS OPEN TO STUDENTS AND TEACHERS UNDER THE CONTINUATION CLASS CODE.

With reference to Articles 84 and 85 of the above Code, the attention of School Boards and other Managers of Classes under this Code is directed to the following memorandum specifying the nature of the rewards to students and the privileges to teachers continued under the above-named Articles as applicable to students and teachers in Scotland. The detailed conditions of the various awards will be found in the Regulations for Evening Schools, Technical Institutions, and Schools of Art and Art Classes, or in the Regulations relating to the Royal College of Science, the Royal College of Art, and to Museums under the Board of Education for *1905-6*, a reference being here made to the particular Section concerned, and the latest date for arranging to enter the various competitions with the number of the form required to be filled up. Copies of the forms named can be obtained from the *Scotch Education Department, 55 Whitehall*, and should in all cases *be returned to this Department* for transmission to the Board of Education.

1.—Certificates (Section 73. Regulations for Evening Schools, &c.)

Issued for each success obtained at the Local Science and Art Examinations.*

2.—King's Prizes (Section 74. Regulations for Evening Schools, &c.)

To those registered students who do best at the Local Examinations in Stages 2 and 3 of Science and in Art.*

3.—Medals for Science (Section 75. Regulations for Evening Schools, &c.)

At the Local Examinations Bronze Medals are given in Science for First Class successes in Honours.

4.—National Competition (Section 75. Regulations for Evening Schools, &c.)

Gold, Silver and Bronze Medals and Books are given for the best works selected for the National Competition.* (See Para. 18 of Circular 363.)

5.—Princess of Wales' Scholarships (Section 80. Regulations for Evening Schools, &c.)

Two (£25 and £11) awarded to the female students of Schools of Art who take the highest prizes of the year in the National Competition.* Tenable for one year at the School of Art where they have been gained.

6.—Royal Exhibitions (Sections 29 at page 16, and 27 at page 222, of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations* of the current year. There are awarded each year, 7 Science, £50 a session, with free admission to lectures, &c., for three years at the Royal Colleges of Science, London and Dublin (Form 330 (a), 15th April); and 10 Art, 25s. a week for 40 weeks, for two years, and free admission to lectures, &c., in the Royal College of Art. (Form 1181A, 15th April.)

7.—National Scholarships (Sections 29, at page 16, and 27 at page 222, of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations* of the current year. 22 Science, tenable at the Royal Colleges of Science, London and Dublin, 25s. a week for the session of about 40 weeks, for three years, with free admission to lectures, &c. (Form 330 (a), 15th April); and 6 Art to registered Art students engaged in a trade which depends upon Decorative Art, tenable at the Royal College of Art, 25s. a week for 40 weeks, for two years, with free lectures, &c. (Form 1181A, 15th April.)

*Applications for examination at the Local Examinations in Science and Art in Scotland must be made to the Managers of Continuation Classes or to the School Board of the district, early in January. These Examinations in Scotland will, as a rule, be held in the Advanced and Honours Stages only.

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8.—Free Studentships (Sections 29, at page 16, and 27, at page 222 of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.).

These are awarded on the results of the Evening Examinations*. of the current year. Each year 6 Science, entitling to free lectures, &c., at the Royal College of Science, London, for three years (Form 330 (a), 15th April); and 15 Art, entitling to free lectures, &c., for two sessions at the Royal College of Art. (Form 1181A, 15th April.)

9.—Local Scholarships (Art). (Section 28, at page 222 of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations * of the current year. Twenty-four £20 Scholarships will be awarded in 1906, tenable for three years at any approved School of Art which is open at least three days and five nights a week. (Form 1181A, 15th April.)

10.—Whitworth Scholarships and Exhibitions. (Section 83. Regulations for Evening Schools, &c., and Special Syllabus, to be obtained on application to Scotch Education Department.)

These are awarded on the results of the Evening Examinations * of the current year. Thirty £50 Exhibitions for one year and four £125 Scholarships for three years. The Exhibitions are tenable with Royal Exhibitions and National Scholarships, but the Scholarships are not. Candidates must be under 26 years of age, and must have served for at least three years in the workshop of a Mechanical Engineer, &c. (Form 330, 15th April.)

11.—Studentships in training. Art. (Section 23, at page 221, of the Regulations relating to the Royal College of Science, &c.) Science. (Section 30, at page 20 of the Regulations, &c.)

A limited number open—

(1.) To registered Art Students holding Art Master's Certificate, Group I.; admission to the Royal College of Art, with 25s. a week for a term of about 20 weeks, and third class return fare. (Form 488, 1st January or 1st July.)

(2.) To Teachers and Students in Science classes, one term's or session's admission to sessional courses in the Royal College of Science, London, with 25*s.* a week, and third class return fare. (Form 400, 15th June, and Form 1019, 20th June.)

12.—Short courses of instruction. Art and Science. (Section 81, Regulations for Evening Schools, &c.)

(1.) Given in July or August at the Royal College of Art to teachers and advanced students. £3 allowed for expenses and third class return fare. (Form 234a, 10th June.)

(2.) Given in July or August at the Royal College of Science, London, to teachers qualified to teach the subject of the course. £3 allowed for expenses and third class return fare. (Form 500 Scotland, 17th May.)

13.—Aid to attend at Provincial Science Colleges.

Three-fourths of the fees of a limited number of selected Science Teachers attending certain day classes at St. Andrew's University, Aberdeen University, or University College, Dundee, or one-half their fees at certain Evening classes at University College, Dundee, are paid by the Department. (Form A. 67, 1st August.)

14.—Visits to National Competition Exhibition, and to study at other institutions in British and Foreign towns. (Section 81, Regulations for Evening Schools, &c.)

A limited number of teachers and students of Schools of Art may be granted third class fare and not more than 7*s.* 6*d.* a night while required to be absent from home. (Form 1178A, 30th June.)

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* See note on previous page.

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15.—Free attendance at Lectures at Royal Colleges of Science and Art, London. (*Section 81. Regulations for Evening Schools, &c.*)

Approved Science or Art Teachers may attend any course of lectures as far as circumstances may allow. Application to be made to the Scotch Education Department.

16. The attention of Managers of Schools (other than Secondary) and Classes is also called to the following provisions :—

(*a.*) Works of Art, reproductions, books, drawings, lantern slides, examples of students' works, &c., are lent for the purpose of study to Schools of Art and, to a limited extent, to Art classes. Form 273 for books, Form 159 for students' works. (Chapter II., page 264 of Regulations for Museums, etc)

(*b.*) Collections of Apparatus and objects for the more efficient instruction of Science classes are circulated for illustration of Science teaching. Form 802, 1st October.

17. The attention of the Managers of Local Museums established under a Municipal or other Local Authority, or under the Public Libraries Acts, is directed to the following :—

(*a.*) Aid may be given towards the purchase of objects for these Museums. Form 132. Applications must be made before 1st October (Chapter II., page 266 of Regulations for Museums, etc.).

(*b.*) Collections of objects selected from the Victoria and Albert Museum for Exhibition are lent. Form 605 (Chapter II., page 262 of Regulations for Museums, etc.).

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INSPECTORS' DISTRICTS.

N.B.—The name of the Inspector in charge of a District is printed in heavy type. The names of the Sub-Inspectors are printed in italics.

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.

SOUTHERN DIVISION.

A. E. SCOUGAL, Esq. Senior Chief Inspector (with special charge of the Higher Grade Schools of the Division).

1	**Edinburgh** County, part of. (*See* Nos. 2 and 3.)	347,314	**A. E. Scougal**, Esq., 1, Wester Coates Avenue, Edinburgh.
	comprising— Edinburgh (City) 317,145 and the Parishes of— Colinton, Corstorphine, Cramond, Currie, Kirknewton and E. Calder, Mid Calder, Ratho, West Calder.		**F. R. Jamieson**, Esq., 5, Mayfield Gardens, Edinburgh.
			F. W. Michie, Esq.; 10, Montague Terrace, Edinburgh.
	Linlithgow	66,443	*J. Crombie, Esq.*, 18, Braid Crescent, Edinburgh.
	Total	413,757	*W. Robb, Esq.*, 2, Morningside Gardens, Edinburgh.
2	**Edinburgh**, part of. (*See* Nos. 1 and 3.)	138,770	**A. O. Barrie**, Esq., 1, Corrennie Gardens, Edinburgh.
	comprising— Leith (B.) 77,439 and Borthwick, Carrington, Cockpen, Cranston, Crichton, Dalkeith (Town), Dalkeith (L.), Fala and Soutra, Glencorse, Inveresk (L.), Lasswade, Liberton, Musselburgh (B.), Newbattle, Newton, Penicuik, Stobhill, Temple.		*J. Craigie, Esq.*, 7, Cluny Avenue, Edinburgh.
	Haddington	38,665	
	Total	177,435	
3	**Roxburgh**	48,500	**C. J. N. Fleming**, Esq., St. Bede's, Melrose.
	Berwick	31,128	
	Selkirk	23,388	
	Peebles	15,084	
	Edinburgh—Parishes of Heriot and Stow (*See* Nos. 1 and 2.)	1,977	*W. H. Bell, Esq.*, Fernleigh, Melrose.
	Total	120,027	
4	**Fife**	218,840	**G. Dunn**, Esq., LL.D., 42, Murrayfield Avenue, Edinburgh.
			W. S. Gall, Esq., Duneaton, Glasgow Road, Perth.
	Total	218,840	*(To receive assistance from Mr. Home. See No. 5.)*

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No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Southern Division—*continued.*		
5	**Perth**, part of. (*See* Nos. 6 and 13.)	105,890	**J. Clark**, Esq., Viewlands Terrace, Perth.
	comprising—		
	Aberdalgie, Abernethy, Alyth, Amulree, Arngask, Auchterarder, Auchtergaven, Balquhidder, Bendochy, Blair Athol, Blairgowrie, Caputh, Cargill, Clunie, Collace, Comrie, Coupar Angus, Crieff, Dron, Dull, Dunbarney, Dunkeld and Dowally, Dunning, Errol, Findo Gask, Forgandenny, Forteviot, Fortingall, Fowlis Wester, Innerwick - in - Glenlyon, Kenmore, Killin, Kilspindie, Kinclaven, Kinfauns, Kinloch - Rannoch, Kinnaird, Kinnoull, Kirkmichael, Lethendy and Kinloch, Little Dunkeld, Logiealmond, Logierait, Madderty, Meigle, Methven, Moneydie, Monzievaird and Strowan, Moulin, Muthill, Persie, Perth (B.), Perth, East Par. (L.), Rattray, Redgorton, Rhynd, St. Madoes, St. Martin's, Scone, Tenandry, Tibbermore, Trinity Gask, Weem.		*W. M. Home, Esq.*, 6, Strathearn Terrace, Perth. (*Will assist in No. 4.*)
	Total	105,890	
6	**Stirling**, part of. (*See* No. 8.)	135,062	**A. D. Millar**, Esq., 1, Victoria Square, Stirling.
	comprising—		
	Airth, Balfron, Buchanan, Denny, Drymen, Dunipace, Falkirk (B.), Falkirk (L.), Fintry, Gargunnock, Grangemouth, Killearn, Kilsyth (Town), „ (L.), Kippen, Larbert, Logie, Muiravonside, St. Ninians, Slamannan, Stirling (B.).		*J. Wilson, Esq.*, 7, Windsor Place, Stirling.
	Clackmannan	31,907	
	Perth, part of. (*See* Nos. 5 and 13.)	15,477	
	comprising—		
	Aberfoyle, Ardoch, Blackford, Callander, Dunblane and Lecropt, Gartmore, Glendevon, Kilmadock, Kincardine, Muckart, Port of Monteith, Trossachs.		
	Kinross	7,109	
	Dumbarton—Parish of Cumbernauld (*See* Nos. 8 and 11.)	4,979	
	Total	194,534	

Officers attached to the Southern Division.

1. **D. S. Macnair**, Esq., Ph.D., H.M. Inspector, 67, Braid Avenue, Edinburgh.
2. W. G. Fraser, Esq., H.M. Inspector, 22, Duke Street, Edinburgh.
3. Walter Stewart, Esq., D.Sc., Junior Inspector, 4, West Stanhope Place, Edinburgh.
4. W. Duckett, Esq.

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No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.

WESTERN DIVISION.

A. R. ANDREW, Esq., Chief Inspector (with special charge of the Higher Grade Schools of the Division).

7	LANARK, part of. (*See* Nos. 8 and 11.)	682,947	**A. R. Andrew**, Esq., Hiltonbank, Hamilton.
	comprising—		
	Glasgow (City) - - - 623,463		**J. C. Smith**, Esq., 12, Holyrood Crescent, Glasgow.
	and the Parishes of—		
	Maryhill - 48,130		W. Menzies, Esq. (*Junior Inspector*), 1, Holyrood Crescent, Glasgow.
	Springburn - 11,354		
			D. H. Crawford, Esq. (*Junior Inspector*), 9, Strathmore Gardens, Glasgow.
	BUTE—County of	18,787	J. H. Murray, Esq. (*Junior Inspector*), 28, Partickhill Road, Glasgow.
	ARGYLL—Island of Mull (*See* No. 12.)	4,712	
	consisting of the parishes of—		*W. Calder, Esq.*, 60, Grant Street, Glasgow.
	Kilfinichen and Kilvickeon, Kilninian and Kilmore, | Salen, Torosay.		
			D. Macleod, Esq., 72, Lauderdale Gardens, Hyndland, Glasgow.
	Total - - -	706,446	

8	LANARK (*See* Nos. 7 and 11.)	423,810	**R. Harvey**, Esq.,
	Except Glasgow City, and the parishes of Govan, Maryhill, and Springburn.		23, Lilybank Gardens, Hillhead, Glasgow.
	DUMBARTON, part of. (*See* Nos. 6 and 11.)	14,401	
	comprising—		G. Andrew, Esq., Glen Huntly, Hyndford Road, Lanark.
	Kirkintilloch (Town),		
	" (L.).		
	STIRLING, part of. (*See* No. 6.)	6,886	*W. M. Shanks, Esq.*, Muirfield, Auchingramont Road, Hamilton.
	comprising the parishes of—		
	Baldernock, Campsie, | Strathblane.		*J. Miller, Esq.*, Craigview, Burnbank Road, Hamilton.
	Total - - -	445,097	

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WESTERN DIVISION—*continued.*

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
9	Ayr	254,773	**A. Lobban**, Esq., Ayr.
			D. Johnston, Esq., Tintagel, Dalry, Ayrshire. (*See also* No. 10.)
			J. Henderson, Esq. Prestwick Road, Ayr.
	Total	254,773	
10	Dumfries	72,571	**A. Douglas Thomson**, Esq., D. Litt., Greystonebank, Dumfries.
	Kirkcudbright	39,511	*D. Johnston, Esq.*, Tintagel, Dalry, Ayrshire. (*See also* No. 9.)
	Wigtown	32,557	*T. A. Leishman, Esq.*, Stanley Villa, Rotchell Park, Dumfries.
	Total	144,639	
11	Lanark, part of. (*See* Nos. 7 and 8.) *comprising* the parish of Govan.	208,053	For the present the inspection of this District will be provided for by the Chief Inspector of the Division.
	Dumbarton, part of. (*See* Nos. 6 and 8.) *comprising*— Arrochar, Bonhill, Cardross, Dumbarton (B.), Dumbarton (L.), Kilmaronock, Luss, New Kilpatrick, Old Kilpatrick, Roseneath, Row.	94,559	*T. McVie, Esq.*, Glenalbyn, Dalmuir, Glasgow.
	Total	302,612	

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No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Western Division—*continued.*		
12	Renfrew	293,192	**D. Munro Fraser**, Esq., 40, Kelburn Avenue, Dumbreck, Glasgow.
	Argyll, *except the Island of Mull*, (*See* No. 7.) *consisting of*— *Kilfinichen and Kilvickeon, Kilninian and Kilmore, Salen, Torosay.*	69,529	*J. Binnie, Esq., I.S.O.*, Kilmacolm, R.S.O., Renfrewshire. *A. M. Burdon, Esq.*, Kingarth, Maxwell Park, Glasgow.
	Inverness—Parish of Small Isles (*see* Nos. 16 and 18.)	495	*G. Murray, Esq.*, 1, Trefoil Gardens, Shawlands, Glasgow.
	Total	363,216	

Officers attached to the Western Division.

1. **F. W. Young**, Esq., H.M. Inspector, 32, Buckingham Terrace, Botanic Gardens, Glasgow.
2. D. Thompson, Esq., H.M. Inspector, 59, Stanmore Road, Glasgow.
3. A. Cameron Smith, Esq., Junior Inspector, 1, Huntly Terrace, Kelvinside, N., Glasgow.
4. A. Lang, Esq., Junior Inspector, 29, Cartha Street, Langside, Glasgow.
5. H N. Patrick, Esq., Ph.D., Junior Inspector,
6. *J. Grigor, Esq.*, Sub-Inspector, Second Class, 58, Clarence Drive, Glasgow.

NORTHERN DIVISION.

J. BOYD, Esq., **Chief Inspector** (with special charge of the Higher Grade Schools of the Division).

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
13	Forfar, South *consisting of*— Arbirlot, Auchterhouse, Barry, Broughty Ferry (Town), Carmyllie, Dundee (B.), " (L.), Dunnichen, Essie and Nevay, Forfar (B.), " (L.), Fowlis Easter, Friockheim, Glamis, Inverarity, Kettins, Kinnettles, Kirkden, Liff, Benvie and Invergowrie, Lundie, Mains and Strathmartine, Monifieth, Monikie, Murroes, Newtyle, Panbride, Tealing.	213,504	**J. M. Wattie**, Esq., Linton, Strathern Road, Broughty Ferry. *J. W. Munro, Esq.*, Ardlogie, Leuchars, Fife.
	Perth, part of. (*See* Nos. 5 and 6.) *comprising*— Abernyte, Inchture, Longforgan.	2,679	*J. H. Craig, Esq.*, 2, Newington Terrace, Broughty Ferry. (*See also* No. 14.)
	Total	216,183	
14	Forfar, North *consisting of*— Aberlemno, Airlie, Arbroath (B.), and Arbroath and St. Vigean's (L.), Brechin (B.), " (L.), Careston, Cortachy and Clova, Craig, Dun, Edzell, Farnell, Fern, Glenisla, Guthrie, Inverkeilor, Kingoldrum, Kinnell, Kirriemuir, Lintrathen, Lochlee, Logie Pert, Lunan, Marytown, Menmuir, Montrose (B.), " (L.), Navar and Lethnot, Oathlaw, Rescobie, Ruthven, Stracathro, Tannadice.	70,578	**R. J. Muir**, Esq., Peel Place, Montrose. *J. H. Craig, Esq.*, 2, Newington Terrace, Broughty Ferry. (*See also* No. 13.)
	Total	70,578	

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NORTHERN DIVISION—*continued.*

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Aberdeen	313,825	J. Boyd, Esq., 70, Queen's Road, Aberdeen.
	Kincardine	31,537	
	Orkney	28,699	W. E. Philip, Esq., 72, Forest Road, Aberdeen.
	Shetland	28,166	
			C. H. Rankine, Esq. (*Junior Inspector*), 185, Forest Avenue, Aberdeen.
			J. Galloway, Esq., 23, Cranford Road, Aberdeen.
			R. Topping, Esq., 36, Beaconsfield Place, Aberdeen.
			F. R. S. Walker, Esq., 44, Gray Street, Aberdeen.
	Total	402,227	*J. Moffat, Esq.*, 143, Forest Avenue, Aberdeen.
16	Caithness	32,870	J. A. Macdonald, Esq., Dingwall.
	Ross (mainland), part of. (*See* Nos. 17 and 18.)	24,036	
	comprising— Alness, Carnoch, Contin, Dingwall, Edderton, Fearn, Fodderty, Kilmuir-Easter, Kiltearn, Kincardine, Kinloch-Luichart, Logie-Easter, Nigg, Rosskeen, Tain, Tarbat, Urray.		*A. McDonald, Esq.*, Tigh-Tiorail, Crown Drive, Inverness
	Sutherland	21,440	(*Will assist in* No. 18.)
	Inverness (Insular), part of. (*See* Nos. 12 and 18.)	11,952	
	comprising— Barra, North Uist, South Uist.		
	Total	91,298	

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No. of Districts.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Northern Division—*continued.*		
17	**Elgin**	44,499	**W. W. McKechnie, Esq.,** Elgin.
	Banff	61,789	
	Ross, (mainland), part of. (*See* Nos. 16 and 18.)	18,725	
	consisting of—		
	West Ross, *comprising*— Applecross, Gairloch, Glenshiel, Kintail, Lochalsh, Lochbroom, Lochcarron.		*M. Morrison, Esq.,* Elgin.
	Nairn	8,721	
	Total	127,734	
18	**Inverness,** part of. (*See* Nos. 12 and 16.)	77,628	**J. L. Robertson, Esq.,** Maybank, Inverness. (Chief Inspector.)
	except the parishes of— *Barra, North Uist, South Uist, Small Isles.*		
	Ross, part of. (*See* Nos. 16 and 17.)	39,689	*M. Beaton, Esq.,* Queensgate, Inverness.
	consisting of— Lewis, 28,949. *comprising*— Barvas, Lochs, Stornoway, Uig.		(*To receive assistance also from Mr. McDonald. See* No. 16.)
	and Black Isle, 10,740. *comprising*— Avoch, Cromarty, Killearnan, Knockbain, Resolis, Rosemarkie, Urquhart and Logie Wester.		*Note.*—Certain school districts in the Islands of Skye and in Long Island have been placed under the special charge of Mr. Robertson, H.M.I., as Chief Inspector.
	Total	117,317	

Officers attached to the Northern Division.

1. **J. T. Ewen,** Esq., H.M. Inspector, 104, King's Gate, Aberdeen.
2. T. B. M. Lamb, Esq., Junior Inspector, 48, Gray Street, Aberdeen.
3. *J. N. Hood, Esq.,* Sub-Inspector, Second Class, Fintragh, Midmills Road, Inverness.

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H.M. INSPECTORS OF SCHOOLS (27).

Inspectors.	Number of District.	Inspectors.	Number of District.
Andrew, A. R., Esq.	7	Macnair, D. S., Esq., Ph.D.	Southern Division.
Andrew, G., Esq.	8	Michie, F. W., Esq.	1
Barrie, A. O., Esq.	2	Millar, A. D., Esq.	6
Boyd, J., Esq.	15	Muir, R. J., Esq.	14
Clark, J., Esq.	5	Philip, W. E., Esq.	15
Dunn, G., Esq., LL.D.	4		
Ewen, J. T., Esq.	Northern Division.	**Robertson**, J. L., Esq.	18
Fleming, C. J. N., Esq.	3	**Scougal**, A. E., Esq.	1
Fraser, D. Munro, Esq.	12	Smith, J. C., Esq.	7
Fraser, W. G., Esq.	Southern Division.	Thompson, D., Esq.	Western Division.
Harvey, R., Esq.	8	Thomson, A. Douglas, Esq., D. Litt.	10
Jamieson, F. R., Esq.	1		
Lobban, A., Esq.	9	Wattie, J. M., Esq.	13
Macdonald, J. A., Esq.	16	Young, F. W., Esq.	Western Division.
McKechnie, W. W., Esq.	17		

JUNIOR INSPECTORS (9).

Crawford, D. H., Esq.	7	Patrick, H. N., Esq., Ph.D.	Western Division.
Lamb, T. B. M., Esq.	Northern Division.	Rankine, C. H., Esq.	15
Lang, A., Esq.	Western Division.	Smith, A. Cameron, Esq.	Western Division.
Menzies, W., Esq.	7	Stewart, Walter, Esq., D. Sc.	Southern Division.
Murray, J. H., Esq.	7		

SUB-INSPECTORS—1st CLASS (8).

Binnie, J., Esq., I.S.O.	12	McDonald, A., Esq.	16, 18
Crombie, J., Esq.	1	Munro, J. W., Esq.	13
Gall, W. S., Esq.	4	Shanks, W. M., Esq.	8
Galloway, J., Esq.	15		
Johnston, D., Esq.	9, 10		

SUB-INSPECTORS—2nd CLASS (21)

Beaton, M., Esq.	18	Leishman, T. A., Esq.	10
Bell, W. H., Esq.	3	Macleod, D., Esq.	7
Burdon, A. M., Esq.	12	McVie, T., Esq.	11
Calder, W., Esq.	7	Miller, J., Esq.	8
Craig, J. H., Esq.	13, 14	Moffat, J., Esq.	15
Craigie, J., Esq.	2	Morrison, M., Esq.	17
Grigor, J., Esq.	Western Division.	Murray, G., Esq.	12
Henderson, J., Esq.	9	Robb, W., Esq.	1
Home, W. M., Esq.	4, 5	Topping, R., Esq.	15
Hood, J. N., Esq.	Northern Division.	Walker, F. R. S., Esq.	15
		Wilson, J., Esq.	6

The names of the Chief Inspectors are printed in heavy type.

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APPOINTMENT OF VICE-PRESIDENT.

Extract from "The London Gazette" of the 12th December, 1905.

At the Court at Buckingham Palace, the 11th day of December, 1905.

PRESENT:

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased to direct that the Right Honourable John Sinclair be appointed Vice-President of the Committee of Council on Education in Scotland, and that the Right Honourable the Secretary for Scotland do prepare a Warrant for His Majesty's Royal Signature accordingly, under the provisions of an Act passed in the forty-eight and forty-ninth years of Her late Majesty's reign, intituled "An Act for appointing a Secretary for Scotland, and Vice-President of the Scotch Education Department."

APPOINTMENT OF COMMITTEE.

Extract from "The London Gazette" of the 16th February, 1906.

At the Court at Buckingham Palace, the 16th day of February, 1906.

PRESENT:

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased to appoint the Lord President of the Council, the Right Honourable John Sinclair, M.P., Secretary for Scotland (Vice-President), the First Lord of the Treasury, the Secretary of State for the Colonies, the Secretary of State for War, the Chief Secretary for Ireland, the Right Honourable Thomas Shaw, K.C., M.P. (Lord Advocate), and the Right Honourable Lord Reay, G.C.S.I., G.C.I.E., to be a Committee of Council on Education in Scotland.

APPOINTMENT OF INSPECTOR.

Extract from "The London Gazette" of the 15th May, 1906.

At the Court at Buckingham Palace, the 11th day of May, 1906.

PRESENT:

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint Frank William Michie, Esq., M.A., of Aberdeen University, to be one of His Majesty's Inspectors of Schools.

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PAPERS relating to EDUCATION, presented to PARLIAMENT by the COMMITTEE of COUNCIL on EDUCATION in SCOTLAND.

Reports.

Report to His Majesty the King in Council, 1904–1905, with Appendix. [Cd.—2521.] Price 4*s.* 11*d.*

Report to His Majesty the King in Council, 1905–1906. [Cd.—2942.] Price 2½*d.*

Report for the year 1905 by J. Struthers, Esq., C.B., LL.D., on Secondary Education in Scotland. [Cd.—2793.] Price 4*d.*

Reports on, and Papers relating to, the Training of Teachers for the year 1904–1905. [Cd.—2938.] Price 6*d.*

General Reports for the year 1905, by the Chief Inspectors of the Southern, Western, and Northern Divisions of Scotland. [Cd.—2899.] Price 2½*d.*; [Cd.—2900.] Price 3*d.*; [Cd.—2957.] Price 2*d.*

Thirty-second Annual Report by the Accountant for Scotland to the Scotch Education Department. [Cd.—2571.] Price 6*d.*

Continuation Classes—Reports, Statistics, etc., 1904–1905. [Cd.—2997.] Price 8½*d.*

Report for the year 1905 by James J. Dobbie, Esq., M.A., D.Sc., on the Royal Scottish Museum. [Cd.—2836.] Price 1½*d.*

Thirty-third Annual Report by the Accountant for Scotland to the Scotch Education Department. [Cd.—2985.] Price 6*d.*

Codes, Minutes, etc.

Code, 1906. [Cd.—2866.] Price 4*d.*

Code for Continuation Classes, 1906. [Cd.—2981.] Price 2½*d.*

Minute dated 4th July, 1905, amending the Schedule to the Minute of 30th January, 1905, providing for the Establishment of Committees for the Training of Teachers. [Cd.—2599.] Price ½*d.*

Minute dated 19th March, 1906, providing for the distribution of the General Aid Grant. [Cd.—2888.] Price ½*d.*

Regulations for the Preliminary Education, Training and Certification of Teachers for various Grades of Schools. [Cd.—3015.] Price 2½*d.*

Returns.

Return showing (1) the Expenditure from the Grant for Public Education in Scotland in the year 1905; (2) a list of Day Schools aided from Parliamentary Grant, with Statistics relating thereto, for 1904–1905, and Supplementary Lists of Schools, &c.; and (3) Summarised Statistics of Day Schools in receipt of Annual Grants under the Code for the year ended 31st August, 1905. [Cd.—2869.] Price 9½*d.*

Return "showing the extent to which, and the manner in which, Local Authorities in Scotland have allocated and applied funds to the purposes of Technical Education, during the year ending 15th day of May, 1905, under the following Acts:—Local Taxation (Customs and Excise) Act, 1890; Education and Local Taxation Account (Scotland) Act, 1892; Technical Schools (Scotland) Act, 1887; Technical Instruction Amendment (Scotland) Act, 1892; and Public Libraries Acts." [H.C.—139.] Price 6*d.*

The above papers may be purchased, either directly or through any Bookseller, from any of the following Agents, viz: Wyman and Sons, Ltd., Fetter Lane, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

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MINUTE.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 19th March, 1906, providing for the Distribution of the General Aid Grant.

MEMORANDUM.

The distribution of the General Aid Grant proposed in this Minute differs from that of the corresponding Minute of last year in the following respects:—

The estimate of the General Aid Grant for the year ending 31st March, 1907, includes a revote of a sum of £100,000 in part consideration of balances of the General Aid Grant for 1904–5 and 1905–6, which have been, or will be, surrendered. Section I. of the present Minute provides for the distribution of this sum.

Section II. deals with the application of the normal General Aid Grant, and after providing for certain expenses connected with the Training of Teachers and provision of bursaries (Sections II. *a.* and *b.*); for special aid to certain School Board districts in the Highlands (Section II. *c.*); and for aiding the supply of teachers in small schools (Section II. *d.*), distributes the *whole* of the balance to School Boards and School Managers in relief of their general expenditure.

At Dover House, Whitehall, the 19th day of March, 1906.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved:—

That the General Aid Grant included in the Parliamentary Vote for Public Education, Scotland, for the year ending 31st March, 1907, shall be applied as follows:—

I. The sum of £100,000 shall be applied towards the making of grants in aid of capital expenditure incurred for the following purposes:—

(*a*). In providing buildings or equipment approved by Their Lordships in terms of Their Lordships' Minute of 30th January, 1905, as necessary for the purpose of training teachers in accordance with the provisions of the said Minute.

(*b*). In providing buildings or equipment necessary for the purpose of giving advanced technical instruction in any recognised central institution, or in any institution devoted solely to the purpose of giving technical instruction, the benefits of which are in Their Lordships' opinion available for the population of a sufficiently wide area.

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(*c*). In providing buildings or equipment necessary for the greater efficiency of the instruction given in such special institutions as blind asylums, schools for the deaf and dumb, and the like, in cases where the benefits of the institution are in Their Lordships' opinion available for the population of a sufficiently wide area.

Provided that in making grants under either of the foregoing sub-sections, the objects of the expenditure shall be approved by Their Lordships, and that there shall be an adequate local contribution towards the purposes for which the grant is made.

(*d*). In providing such initial equipment as may be required for supplying industrial training to boys and girls resident in the Island of Lewis in accordance with the proposals contained in the report of the Lewis Local Committee, 1903, or such other proposals of local authorities in that Island as may be approved by the Department, and for making, subject to the approval of the Department, similar provision in such other of the districts of the Congested Districts Board as the Board may recommend.

Applications for grants under this Section should be lodged before the 1st May, 1906.

II. The remainder shall be applied—

(*a*). In making payment to the Committees established under Their Lordships' Minute of 30th January, 1905, of such sums as shall be required to meet the expenditure incurred by them with the approval of the Department in the training of teachers.

(*b*). In adding a sum of £25,000 to the amount allocated to County and Burgh Committees for Secondary Education under the Department's Minute of 10th June, 1897, the proportion of the increased grant accruing to each Committee to be applied to the provision of bursaries or maintenance allowances in accordance with Regulations prescribed by the Department.

(*c*). (1) In making payment of a sum, not exceeding £1,500 in all, to those School Boards in the Highlands and Islands which are under the Department's Minute of 4th March, 1895, towards the cost of new buildings, or of the repair and upkeep of existing buildings, or for other like purposes, in respect of the schools within the districts of such School Boards.

(2) In making a grant of £10 on account of each school attended by Gaelic-speaking children, on the staff of which there has been for not less than six months of the school financial year at least one Gaelic-speaking teacher other than a pupil-teacher who has given instruction both in Gaelic and English to the satisfaction of His Majesty's Inspector.

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(*d*). In making payments in aid of the provision of a properly qualified teaching staff as follows:—

(1) To each school with a weekly average number on the roll of 75 or under, on the staff of which, in addition to the principal (certificated) teacher, at least one other teacher having the qualifications prescribed by Article 79 of the Code (or any higher qualification) shall have been employed for not less than six months of the school financial year ending between 28th February, 1906, and 31st January, 1907, a sum of £40.

(2) To each school with a weekly average number on the roll of 125 or under, in which, in addition to the principal (certificated) teacher, at least two other teachers with the qualifications described above shall have been so employed, a sum of £30.

(3) To each school with a weekly average number on the roll of 180 or under, in which, in addition to the principal (certificated) teacher, at least three other teachers with the qualifications described above shall have been so employed, a sum of £20.

The foregoing payments shall be increased by the sum of £10 in each case in which the minimum additional staff stipulated for as above comprises at least one certificated teacher, or, in the case of schools with a weekly average number on the roll of over 125, two certificated teachers.

The weekly average number on the roll referred to in each of the foregoing sub-sections shall be the average number per week on the roll for the school financial year for which Annual Grant is payable ending between 28th February, 1906, and 31st January, 1907, inclusive.

The foregoing payments may be withheld or reduced in cases where it is not shown to the satisfaction of the Department that the staff stipulated for has been employed during the whole time the school is open, or where the grant as aforesaid would exceed the expenditure incurred in providing the additional staff.

For the purposes of this Minute the Higher Grade Department of a school shall not be reckoned as a separate school.

Where in any year the weekly average number on the roll exceeds by not more than 5 one or other of the numbers specified in the foregoing sub-sections, the grant shall nevertheless be paid, as if this number were not exceeded, in those cases in which it is shown that the weekly average number on the roll of the three preceding years is less than the number specified.

The various grants payable under the foregoing Sections II. *C.* (2) and *D.* shall in each case be conditionally payable with the Annual Grant for the school financial year ending within the period named.

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(*e*) The balance of the sum voted, after providing for the foregoing payments, shall be distributed to School Boards and to School Managers in respect of the day schools under their management, which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 & 36 Vict., cap. 62, sec. 67), the distribution being made in proportion to the average attendance in each school upon which annual grant is payable for the school financial year ending between the 28th February, 1906, and the 31st January, 1907.

The grant under this section will be payable towards the end of the financial year ending 31st March, 1907, as soon as possible after the amount of the balance available for distribution has been ascertained.

CIRCULARS.

REMOVAL OF CHILDREN FROM ONE DISTRICT TO ANOTHER.

(*Circular to School Boards.*)

C. 384.

Scotch Education Department,
27th June, 1905.

SIR,

Their Lordships' attention has been called to the large proportion of children in Scotland who, owing to the removal of their parents from one School Board District to another, leave school before attaining 14 years of age and cannot be traced to any other school.

My Lords feel convinced that in this manner a considerable leakage occurs; and that many children under 14 years of age cease to attend school altogether in consequence of the "flitting" of their parents.

I am to point out that this evil might be checked to a very large extent if School Boards were to co-operate by regularly and systematically reporting to one another the fact of the removal or enrolment of such children, in so far as their own schools are concerned.

I am therefore to call the attention of your Board to the terms of the enclosed Forms of Reply Post-cards. The use of Post-cards somewhat on the lines of these will, it is hoped, facilitate that co-operation between School Boards which would seem to provide the only really effective remedy for the evil in question,

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In view of the fact that early intimation would be an essential factor in any understanding of the kind, it will probably be found expedient in certain cases that intimation should be made immediately by and to the Head-master of a school, before transmission to the Clerks of the School Boards concerned.

I have, etc.,

J. STRUTHERS.

NAVIGATION.

(Circular to certain School Boards.)

C. 388.

Scotch Education Department,

29th January, 1906.

SIR,

For a number of years Navigation as a "Specific Subject" of instruction found a place in the Fourth Schedule of the late Codes, where a suggested syllabus therefor was expressly incorporated. A fair number of the day schools on the seaboard, especially in the North West Highlands and Islands, professed the subject with considerable success, and several of the County Committees held out inducements in the shape of grants, text-books, and simple apparatus, to pupils and teachers for the continuous study of this practical branch throughout the three stages of the printed curriculum. In the absence of local facilities for training in practical seamanship, the subject was almost exclusively taught on its theoretical side, but Their Lordships have reason to believe that to many lads who afterwards adopted a seafaring life, their school study of Navigation proved a valuable stimulus to seek promotion in the Mercantile Marine, and that the work covered by the three stages of the syllabus formed a substantial measure of the attainment necessary for, at any rate, the examinations for junior officers' certificates in the Mercantile Service. There is also evidence that teachers and pupils took to the subject with great alacrity and that it was in congenial relation with the schemes of instruction in Nature Knowledge, Physical Geography, Arithmetic and Elementary Mathematics.

For various reasons and mainly owing to other demands on their funds for technical education, the County Committees have not continued to encourage so fully instruction in Navigation, and it is also to be noted that in the new system of Supplementary Courses the subject is seldom definitely or prominently put forward in the schemes submitted by Managers. In the matter of such schemes it is an essential principle that the subjects of instruction must be left to a large extent to the choice of Managers, and Their Lordships are not in a position,

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even if it were desirable, to make Navigation a compulsory subject in any school or to make it obligatory on all the pupils of a Supplementary Course in any particular school. At the same time, the proved practical utility, not to speak of its general educative value otherwise, of Navigation in certain elementary schools seems to justify a recommendation to Managers to include this subject in the Supplementary Courses of seaboard schools where a seafaring life is the usual or probable occupation of a number of the pupils in later life. They would also urge very strongly the inclusion of the subject of Navigation in the scheme of instruction of all Continuation Classes in these districts. It is indeed, in such classes that the benefit of instruction in this subject will make itself felt most appreciably.

The Congested Districts Board desire to promote the teaching of Navigation by every means in their power in the Schools throughout the coastal and insular area covered by the operations of the Board and have communicated this desire to the Department.

Appended is a model syllabus of Navigation, which, it is understood, was for years worked with good results in some of the Hebridean districts. The pupils' text books therefor and the apparatus are inexpensive.

I have, etc.,

J. STRUTHERS.

NAVIGATION.

(Suggested Syllabus for Elementary Schools.)

FIRST STAGE.

Form and dimensions of the earth; meaning of the following terms—Navigation, Seamanship, Axis of the Earth, North and South Poles, Equator, Equinoctial Line, Meridian, Latitude, Co-Latitude, Longitude, Difference of Longitude, Course Steered, Rhumb Line, Departure, Distance. To know the general construction of the Mariner's compass, and to explain what is meant by Variation, Deviation, and Dip of the Needle. To work examples of finding True Course from Magnetic Course, and *vice versâ*. To convert degrees of Latitude into miles, and miles into degrees of Latitude, and degrees of Longitude into time and time into degrees of Longitude.

SECOND STAGE.

The first Stage; and to know the use of the Azimuth compass, and, to be able to construct a Napier's Card for given deviations. The Nautical mile, and length of a knot. Leeway. Instruments

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for measuring the speed of a vessel. Plain sailing and Traverse sailing.

Easy examples to be worked.

THIRD STAGE.

First and Second Stages; and use of Soundings, Parallel, Middle Latitude, and Mercator's sailing, a Mercator's Chart to be constructed from table of Meridional parts; data given by the Inspector (Mathematical theory of Chart not required). Easy examples in the above modes of sailing to be worked.

NOTE.—Concurrently with the above, elementary Mathematics might with advantage be studied, and it is recommended that a very rudimentary knowledge of Trigonometry should be imparted in the last stage.

Besides the simple text books, Managers should at least provide a cheap boat's compass (in a box), a book of Nautical Tables and a local Chart.

BANKING OF SCHOOL PENCE.

(Circular to School Boards and Managers.)

C. 385.

Scotch Education Department,
1*st September*, 1905.

SIR,

My Lords desire to bring under the notice of School Boards and Managers the information contained in a Circular issued by the Post Office with regard to the facilities that exist for the banking of small sums by children attending school. Penny Banks of one kind or another have been in existence for many years in a large number of schools throughout Scotland, especially in the more important towns; and it is because Their Lordships believe that these and similar forms of thrift have had a most beneficial influence on the character of young people of both sexes, that They are anxious to see the benefit they confer spread over as large a field as possible.

They trust therefore that Managers and Teachers alike will do what is in their power to promote the object in view by impressing upon boys and girls the extreme importance of cultivating habits of economy and thrift, and that they will contribute practically to this end by encouraging (*a*) the establishment of School Penny Banks, or as an alternative (*b*) the adoption of the "stamp deposit system," a full description of which is to be found in the Post Office Circular forwarded herewith.

It may be added in conclusion, that Postmasters all over the country have been instructed by the postal authorities to give their assistance and advice when consulted on any points connected with the practical working of either of these two methods of School Banking.

I have, etc.,
J. STRUTHERS.

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POST OFFICE SAVINGS BANK.

Facilities for the Banking of School Pence.

Information for the Managers of Penny Banks, and for the Managers and Teachers in Elementary Schools.

Penny Banks.

Special aid is given by the Post Office in establishing Penny Banks in connection with the Post Office Savings Bank—

(1) In furnishing specimen Rules for the convenience of Managers of such institutions.

(2) In supplying, FREE OF CHARGE, Cash Books and Ledgers for the purpose of keeping the accounts of Penny Banks, and Deposit Books or Cards for the use of Depositors therein; the Deposit Books and Cards being supplied on the understanding that they shall be issued gratuitously to the Depositors.

[The Deposit Cards are made of a tough and pliable material little likely to be injured by ordinary usage, and, furthermore, possess the advantage of showing at a glance the whole of the transactions.]

Form of application to open an account on behalf of a Penny Bank.

When it is desired to open an account with the Post Office Savings Bank on behalf of a Penny Bank, a Form of Application, S.B. No. 44, which can be obtained at any Post Office at which Savings Bank business is transacted, should be filled up and forwarded, together with a copy of the Rules of the Penny Bank, either in print or in manuscript, to the Controller, Post Office Savings Bank, West Kensington, London.

Rules of Penny Banks.

The Rules of the Penny Bank must contain a clause limiting the amount standing to the credit of an individual Depositor in the Penny Bank, at any one time, to a sum not exceeding £5, and providing that when this sum, or some lesser sum, has been saved, the amount shall be transferred to an account opened in the Depositor's own name in the Post Office Savings Bank. Further, there must be a provision for the payment of interest to Depositors.* With these exceptions, the Rules may be drawn up as the Managers of the Penny Bank may think fit. If the specimen Rules (Form S.B. No. 77) furnished by the Department are adopted, all that is necessary is that a copy should be filled up and forwarded to the Controller, Post Office Savings Bank.

Limits of Deposits in accounts opened on behalf of Penny Banks.

Deposits can be made in an account opened on behalf of a Penny Bank to the extent of £100 in one year and £300 in all, or if a request be made to the Controller, Post Office Savings Bank, to exceed either of these limits, the Rules will be forwarded to the National Debt Commissioners, and upon their approval being obtained, deposits may be made to an unlimited extent.

Deposit Books or Cards for use of Depositors in Penny Banks.

If it is desired that Deposit Books or Cards for the use of Depositors in the Penny Bank should be supplied by the Department, a request for them, specifying the number required, should accompany the application to open an account. When a Penny Bank requires a large number of Books or Cards the name of the Penny Bank, the Rules and the names of the Trustees will, if desired, be printed thereon, but as such Books or Cards must be obtained specially some delay will necessarily occur in supplying them. The ordinary Books or Cards containing the specimen Rules printed inside are kept in stock ready for use.

* Should it be preferred not to fix a definite rate of interest the following Rule would be sufficient:—Interest will be allowed at such a rate as the net profits on the deposits in the Post Office Savings Bank will permit.

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The Cash Books and Ledgers supplied, if required, to Managers of Penny Banks are— Description of the Cash Books and Ledgers.

(1) Cash Book, ruled for the entry of deposits and withdrawals.

(2) Ledger, containing space for 500 accounts, ruled for deposits, withdrawals, interest, totals, and balances.

The carriage of Deposit Books, Cards, Cash Books, and Ledgers supplied to Penny Banks is paid by this Department. Books sent carriage free.

A Depositor in a Penny Bank is at liberty to have, at the same time, an account with the Post Office Savings Bank, and he can be assisted to open such an account without his attendance at a Post Office in the following manner :— As to opening a Post Office Savings Bank account without the attendance of Depositor.

A Form of Declaration—S.B. No. 8—should be filled up and signed by such Depositor, the signature being attested by a clergyman or some other responsible person. The Declaration should then be presented at a Post Office Savings Bank, with the money to be deposited, by some person on behalf of the Depositor, and a Deposit Book would thereupon be issued and handed to the Applicant, who should subsequently obtain the Depositor's signature within the Book in the space provided for the purpose. When the Depositor is under seven years of age, a Form of Declaration (S.B. No. 8B) should be filled up and signed on behalf of the child, and presented at the Post Office in like manner. A supply of Declaration Forms can be obtained at any Post Office Savings Bank.

STAMP DEPOSIT SYSTEM.

With a view to the further encouragement of thrift, the Postmaster-General has decided that, IN CASES WHERE SCHOOL MANAGERS AND TEACHERS FIND THE PENNY BANK SYSTEM UNSUITED TO THEIR REQUIREMENTS, he will render them assistance on the following lines—

Upon application being made to the Controller of the Post Office Savings Bank, the Manager or Teacher will be supplied with Stamp Deposit Forms of either of the following descriptions, viz.—(1) forms containing spaces for 12 stamps with which envelopes will be supplied for the safe keeping of the forms; or (2) forms containing spaces for 48 stamps, folded to a convenient size, and printed on much stouter paper, not requiring the protection of an envelope. The name of the school with a space for the name of the scholar will be printed on the forms. As to supply of Stamp Deposit Forms.

N.B.—The use of the form with spaces for 48 stamps will be of advantage to the Department, inasmuch as it will tend to lessen the unavoidable expense of dealing with frequent deposits of amounts under 4s.

If required a credit stock of stamps can be obtained by furnishing a letter of indemnity signed by two householders. A form for the purpose is provided by the Department. Credit stock of stamps.

On the day appointed for the receipt of the pence saved, the Manager or Teacher will exchange them for stamps and see the stamps affixed to the forms, which the children will take home as evidence to the parents of the money having been paid in, the forms being then either kept by the parents or returned to the school until the next depositing day. Pence saved exchanged for stamps.

When the school is within a reasonable distance of a Post Office, and the number of Depositors and the amount to be deposited are sufficient to justify the cost, a Post Office clerk will attend at the school at certain intervals, say monthly or quarterly, according to arrangement, to receive the completed Stamp Forms as deposits in the Post Office Savings Bank. Attendance of a Clerk from a Post Office. Where the School is in a remote district or the transactions are not numerous.

Where the school is situated in a remote district, or in cases where the transactions are not numerous, the following arrangements have been made to assist the Manager and Teacher in bringing the deposits to account, viz. :—

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As to opening an account without the personal attendance of a child.

(1) In order to open an account in the name of a child over seven years of age in the Post Office Savings Bank, a Form of Declaration (S.B. No. 8) should be filled up and signed by such child, the signature being attested by a clergyman or some other responsible person. The Declaration should be presented at a Post Office Savings Bank with the completed Stamp Forms by some one connected with the school, and a Deposit Book would then be issued in the child's name and handed to the Applicant, who should subsequently obtain the Depositor's signature within the Book in the space provided for the purpose. When the child is under seven years of age, a Form of Declaration (S.B. No. 8B) should be filled up and signed on behalf of the child, and presented at the Post Office in like manner. A supply of Declaration Forms can be obtained at any Post Office Savings Bank.

Assistance by means of the Free Registered Letter Scheme.

(2) If it is inconvenient for anyone connected with the school to attend periodically at a Post Office in order to open accounts for the children, arrangements will be made for the Manager or Teacher to send the completed Stamp Deposit Forms, together with the Declarations, in a Registered Letter Envelope to the Post Office. Special envelopes will be provided by the Department for the purpose, and the postage and registration fee will not be charged. The Deposit Books, when issued, will be forwarded by post to the Manager or Teacher.

Accounts already opened.

The completed Stamp Deposit Forms could be deposited in accounts already opened by forwarding the Deposit Books with the Stamp Deposit Forms in the same manner to the Post Office.

Further information.

Any further particulars respecting Penny Banks or the Stamp Deposit System may be obtained by application to the Controller, Post Office Savings Bank, West Kensington, London, W.

CHARLES D. LANG,
Controller.

Post Office Savings Bank,
West Kensington, London, W.

CLOSING OF SCHOOLS ON ACCOUNT OF EPIDEMIC SICKNESS.

M. 111.
April, 1906.

My Lords find it necessary to call the attention of Managers, especially of rural schools, to the following points:—

(1) Attention is directed to Section 57 of the Public Health (Scotland) Act, 1897, the provisions of which *inter alia* are as follows:—

"Every parent or person having care or charge of a child "who is or has been suffering from infectious disease, or "who resides in a house where such disease exists or has "existed within a period of three months, who shall knowingly or negligently permit such child to attend school "without procuring and producing to the teacher or other "person in charge of such school a certificate from the "medical officer, which he shall grant free of charge, or from "some legally qualified medical practitioner, that such child

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"has become free from disease and infection, and that "the house and everything therein exposed to infection has "been disinfected to the satisfaction of such medical officer "or medical practitioner, shall be liable to a penalty not ex- "ceeding forty shillings."

* * * * * *

"Any teacher or person in charge of any school, who "shall knowingly permit any child to attend such school in "contravention of the provisions of this Section, shall be "liable to a penalty not exceeding forty shillings."

Strict observance of this Section will tend to obviate the necessity for closing schools or divisions thereof.

(2) It is of great importance that the earliest possible intimation of sickness, ascertained or suspected to be infectious, in the persons of scholars, or of the family to which they belong, should be given by schoolmasters to the Medical Officer of Health. This will tend to obviate the necessity for closing schools or divisions thereof by enabling the Medical Officer of Health to adopt measures which will prevent the spread of the disease.

(3) It is also of great importance for the same end that schoolmasters should take prompt action in accordance with the above Section of the Public Health (Scotland) Act, 1897, on receipt of any intimation from the Medical Officer of Health that infectious disease exists in any house in which children of school age reside.

(4) It is to be kept in view that the closing of a school or a division thereof is not justified by the fact that the fall in the attendance threatens to affect the grant to a serious extent. This step is only to be taken on a requisition in terms of Article 30 of the Code. If only one division is required to be closed, only that division ought to be closed.

(5) If the requisition is based upon such an incident as the appearance of infectious disease in a teacher's house adjoining the school, or in a janitor's lodge, every effort should be made, as by the removal of the patient, the procuring of lodgings, or the hiring of premises in which the school could be carried on, or otherwise, to obviate the interruption of education in the school.

(6) When a School has been closed on account of epidemic sickness, the Managers are recommended to take this into account in fixing the duration of holidays which fall due in the remainder of the school year.

M. 131.

April, 1906.

My Lords desire to call the attention of Managers, especially of rural schools, to the footnote to Article 19 in the Scotch Code. It reads thus:—

"If a section only of the School has been closed in con- "sequence of a requisition under Article 30, the average "attendance may be calculated separately for that section, "the proportionate reduction [in the required number of

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"School Meetings] specified under this footnote being made "from the number of meetings in respect of the section so "closed, and the average attendance for the rest of the School "being calculated in the ordinary way."

It is to be kept in view that a School, or any part thereof, is to be closed on account of epidemic sickness only on a requisition in terms of Article 30 of the Code.

Under the footnote to Article 19 of the Code, it will be possible to close only such section of a School as may be affected, without fear of loss of grant on account of such closure.

It should be specially kept in mind that if only a single section of the School is required to be closed that section alone ought to be closed.

DOVER HOUSE, WHITEHALL, LONDON, S.W.

FRENCH AND GERMAN ASSISTANTS IN SCOTTISH SCHOOLS AND COLLEGES.

(Circular to Training Centres and Secondary and Higher Grade Schools.)

C. 390.

Scotch Education Department,

2nd January, 1906.

SIR,

The French and Prussian Governments have recently established a system under which a number of young teachers in Secondary Schools in England and Scotland may be attached for a year to certain Secondary Schools in their respective Countries. The authorities of the foreign Ministries of Public Instruction are most anxious to extend the scheme, and to find similar opportunities in suitable Training Centres, or in suitable Secondary or Higher Grade Schools in England and Scotland, for young graduates who will afterwards be employed in their own State Schools.

These Governments have approached the Scotch Education Department with a view to co-operation. In the opinion of the Department the proposal has much to recommend it, and, provided that proper care be exercised in the selection of the candidates and in the arrangements made for their work, it is thought that the presence of such teachers on the staff of a School might prove most useful.

In the majority of cases it will probably be found that the "Assistants" have too little pedagogical experience to be entrusted under unfamiliar conditions with the continuous instruction of a class of pupils, and so to take a share in the

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ordinary work of the school. Modern Language instruction to be effective is now seen to demand a greater degree of continuity in teaching than was at one time thought necessary. But, the higher the efficiency of the regular staff, the greater the benefit likely to accrue from supplementing its efforts in special directions And there are many ways in which such a young foreign teacher might give valuable help. If he possesses the necessary tact, he will be readily consulted by his Scottish colleagues who are responsible for the regular instruction; for them he will be a ready work of reference and a court of appeal on points of disputed usage. His main usefulness will, however, lie in the direction of immediate contact with the pupils in order to develop their power of conversation. In the ordinary class work conversation must always remain a means rather than an end in itself. From this point of view little advantage would be derived from the substitution of a young foreigner for the experienced native teacher, nor would the foreign Governments concerned consider the conditions as satisfactory where a definite share in such instruction was assigned to the assistant. This arrangement would not only impose on him a very considerable amount of preparation and curtail too largely his own opportunities for study, but it would also divert his energies from their proper sphere—viz., the development of the conversational powers of the boys.

Instead, he should be employed to conduct small "conversation groups" of five or six pupils. Attendance at these exercises should be quite voluntary and might be regarded as a privilege, and in some measure as a reward for good progress in the ordinary class work. In these groups the work should be made as little formal as possible. It should be constantly borne in mind that it is not intended to convey to the pupils fresh knowledge, nor even, primarily, to practise them in that which they have already acquired. The chief object is to induce them to talk rapidly on subjects within their grasp, in a manner which is not possible in the classroom.

Not more than two hours' work a day is to be demanded of such assistants. The rest of their time should be at their own disposal. They may be encouraged to take part in the games and sports of the schools, if they show any readiness or aptitude in this direction; but such participation should not be expected of them. With regard to their own reading, they should feel at liberty constantly to consult the Headmaster or any member of the Staff who may be recommended to them for this purpose; and care should be taken to point out to them all educational facilities (such as lectures at Universities and elsewhere) which are likely to prove useful.

Though these assistants are not members of the staff, their services will necessitate some remuneration. In Boarding Schools it might be possible to make arrangements whereby they should be boarded and lodged in one of the Boarding Houses.

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In the great majority of Scottish schools, however, such an arrangement is not possible. In Day Schools it would be necessary to offer sufficient salary (say from £60—£75) to cover the cost of board and lodging.

It is clearly understood that these assistants would be liable to dismissal on the same terms as the ordinary members of the staff, though it is hoped that the power would not be exercised with these teachers—whose appointment is only for a year, at any rate during the initial stages of this experiment,—except in cases of grave breach of the rules or comity of the school, and that Managers would be prepared in such cases to make a report upon the matter to the Department for transmission to the foreign Ministry concerned.

It will greatly assist the ultimate success and spread of a movement which it is believed may be of great value for the teaching of Modern Languages in all three countries, if Managers who are willing to make this experiment in a sympathetic spirit will submit a frank report at the close of the year upon the results that have been obtained, dealing with the difficulties that have occurred and with the conditions that should in their opinion be fulfilled if the best use is to be made of these assistants. These reports would of course be treated as strictly confidential by the Department and by the foreign Ministry of Public Instruction concerned.

As will be gathered from the foregoing remarks, the employment of men students in schools for boys is chiefly contemplated, but similar benefits might be expected to follow from the employment of women in the same capacity in Girls', or even in Mixed schools, and applications for the services of duly qualified women will also be received and transmitted abroad.

It should be added that, in the case of Secondary Schools, my Lords will be prepared to recognise the salaries paid to such assistants as part of the expenditure which is reckoned for the purpose of a Grant under the Minute of the 27th April, 1899.

Managers of Training Centres, or of Secondary or Higher Grade Schools, who desire to avail themselves of the services of French or German speaking assistants in the manner indicated above, during the session, 1906–7, are requested to communicate with the Assistant Secretary, Scotch Education Department, Chambers Street, Edinburgh, informing him of the number of Assistants required, and of the remuneration which it is proposed to offer. It is important that all applications for the ensuing session should be received at an early date, if possible *not later than May 15th.*

I have, etc.,

J. STRUTHERS.

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SCOTTISH ASSISTANTS IN FRENCH AND PRUSSIAN SCHOOLS AND COLLEGES.

C. 391.

Scotch Education Department,
2nd January, 1906.

SIR,

The French and Prussian Governments have recently initiated schemes under which a number of young teachers in Scottish Secondary Schools may be employed in Secondary Schools in France or Prussia for the space of one year as temporary assistants.

Though not taking any part in the regular instruction of the pupils, such assistants will be regarded in all other respects as the colleagues of the regular teaching staff. As a rule they will receive free board and lodging at the institution to which they are attached, or where this is not possible, an allowance sufficient to enable them to provide for themselves.

Their main duty will be to conduct small conversation groups of five or six pupils. This work is to be made as little formal as possible. It should be constantly borne in mind that it is not intended to convey to the pupils fresh knowledge, nor even, primarily, to practise them in that which they have already acquired. The chief object is to induce them to talk rapidly on subjects within their grasp in a manner which is not possible in the class room. The assistant should himself possess a good English accent, free from peculiarities, and he should take special care to secure proper intonation of the sentence from his pupils.

Occasionally the Scottish assistant may be asked by the teacher of English to give lessons of pronunciation to his class. Much of his usefulness will depend upon his relations with the class teacher to whom he may probably find opportunities of making tactful suggestions with reference to the pupils who have come under his notice.

The assistants will have no supervision duty, though they may be encouraged to direct the games of some of the boys and teach them the English terminology. But this is always to be considered as voluntary, and is not an essential feature of the scheme.

Outside the stated hours of work (about two hours daily) the assistant is left perfectly free, and he will have ample opportunity for pursuing his own studies in French or German. The Headmaster of the School is instructed to give him every possible assistance in this direction.

Although the employment of men students in schools for boys is chiefly contemplated, applications from duly qualified women for posts in girls' schools will also be received and transmitted abroad.

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Candidates for such posts should preferably be graduates of some British University. If they desire their claims to be considered with a view to employment during the Session 1906–7, they should forward their applications, *not later than April 30th*, to the Assistant Secretary, Scotch Education Department, Chambers Street, Edinburgh, enclosing testimonials as to character, capacity and teaching experience, as well as a medical certificate of health. It will also be necessary for certain of the candidates whose qualifications are otherwise found to be satisfactory, to have a personal interview with a representative of the Department. Intimation will be made accordingly to selected candidates in due course.

Répétitrices in French Training Colleges.

In addition to the posts referred to above there are a limited number of somewhat similar appointments, *for women only*, as répétitrices in French Training Colleges. The duties attached to these posts are practically identical with those already described.

Whilst these appointments are specially suitable for those who have completed two years of training in Scottish Training Colleges (or as King's Students) and who desire to take a third year of training abroad, they are also open to other candidates qualified by their attainments to discharge the duties required. Applications for these posts must be forwarded to this Department (*addressed as above*) not later than 15th March.

In their applications to the Department Candidates should be careful to make it clear whether it is the position of "Assistant" in a Secondary School (France or Prussia), or that of "Répétitrice" in a French Training College that is desired, or whether they are prepared to accept either class of appointment.

I have, etc.,

J. STRUTHERS.

INTERMEDIATE CERTIFICATES.

(*Revised Conditions.*)

C. 389.

Scotch Education Department,
24th March, 1906.

SIR,

1. Adverting to Their Lordships' Circular Letter of 16th January, 1902 (No. 340), I am to inform you that my Lords regard the system of Group Certificates therein established as now sufficiently developed to render possible a further step in the direction of placing the *Intermediate Certificate* upon a satisfactory permanent basis.

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2. The essential purpose of the Intermediate Certificate is to testify to the successful conclusion of a well-balanced course of *general* education suitable for the requirements of pupils who leave school at 15 or 16, or, alternatively, of pupils who, although they continue in attendance until 17 or 18, deem it desirable to devote the last two or three years of their school life to some form of more specialised study—literary, scientific, technical, or commercial. The fundamental conditions of issue ought, therefore, to be—that the course of education, to whose completion it testifies, is sound, judged by educational principles; that it has a clear aim and purpose; and that, in each subject of the course, the instruction is given by teachers of proved competency. Upon the observance of these principles my Lords now propose to insist.

3. It should, however, be clearly understood that Their Lordships have no desire to impose a rigid uniformity of curriculum. While the recognition of any school as a Higher Grade—or, more generally, an Intermediate—School will *ipso facto* carry with it the right of presenting pupils for the Intermediate Certificate, Their Lordships will give favourable consideration to proposals from other schools, including Secondary Schools, in all cases where the course suggested for approval extends over three years and makes adequate provision for instruction in a sufficiently wide but not heterogeneous range of subjects of Secondary Education.

4. In order to render the transition stage more easy, my Lords will in the meantime regard as 'provisionally approved,' for the purposes of the Intermediate Certificate on its new conditions, all schools that have, in 1905 or in any preceding year, successfully presented candidates for the Intermediate Certificate as described in Circular 340. This provisional approval will extend until the Examination of 1907, inclusive, any group of subjects that conforms to the conditions of Circular 340 being accepted as the subjects of a provisionally approved curriculum. In 1908 and following years Intermediate Certificates will not be issued to the pupils of any school other than a Higher Grade School, unless its 'Intermediate Curriculum' shall have been specifically approved by Their Lordships.*

5. Apart from its inherent desirability, the adoption of these principles carries with it a very important incidental advantage. The risk of a chance verdict, on the result of examination papers, can now be avoided by attaching a substantial degree of weight to the opinion of the various teachers through whose hands a pupil may have passed. The value of such an arrangement has

* It is the ultimate intention of Their Lordships to make qualification for the Intermediate Certificate a condition precedent to entering upon a course approved for any form of Leaving Certificate. It is, therefore, highly desirable that every Secondary School which aims at putting forward its pupils for the Leaving Certificate should, before the expiry of the stated period, take such steps as may be necessary to secure approval for its 'Intermediate Curriculum.'

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long been recognised by Their Lordships. The idea that underlies it has already taken practical shape in connection with the qualifying examination for admission to Supplementary Courses, and also in connection with the record that is preserved of the work done by students in training for teachers. In both these instances the results have been most encouraging and such as fully to justify my Lords in availing Themselves of the earliest opportunity that has presented itself for formally inviting the teachers of Intermediate and Secondary Schools to assume a proper share of responsibility for the Certificates that are to be awarded to their pupils. In future, no Intermediate Certificate will be granted or withheld without fair consideration of the deliberate judgment of the teachers as to the proficiency of the candidates as shown by their work in school. It hardly needs to be pointed out that, in the first instance, the measures to be taken by Their Lordships must be tentative only. The rate of further advance will necessarily be determined by experience.

6. The line of action just indicated entails certain obvious consequences. All pupils who become candidates for Intermediate Certificates must have completed the approved curriculum in its entirety. They must also be presented at the Leaving Certificate Examination in all the subjects of the approved curriculum for which tests are set in that examination. Further, such presentation must be simultaneous, taking place not earlier than the end of the third year of the course. The lowest limit of age will be 15, as at present. The presentation will normally be on the Lower Grade in each of the subjects taken, and it is to be specially noted that, for the purposes of this Group Certificate, excellence in one branch may be held as compensating for some degree of deficiency in another. Due account will be taken, moreover, of those subjects of the curriculum to which the direct test of examination papers cannot well be applied. The general standard which Their Lordships would desire to keep before them is the degree of all-round proficiency that a well-taught pupil of average ability might reasonably be expected to attain, if he applied himself to his studies with ordinary diligence.

7. It will be observed that isolated successes at the Leaving Certificate Examination are henceforward to count for nothing in the matter of the Intermediate Certificate. Their Lordships feel that the time has hardly come when They ought entirely to prohibit presentations in the Lower Grade in single subjects. But They would strongly urge upon Managers the wisdom of doing all in their power to discourage a practice which cannot be defended on educational grounds. In order to make Their own position perfectly clear, my Lords have decided to discontinue altogether the issuing of documents in attestation of Lower Grade passes. As heretofore, the results of the written examination will be communicated to the authorities of the school, and a

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complete record will be retained in the Department. Should any candidate desire to utilise a success in order to secure exemption from some other examination, it will be necessary for him or her to prefer a request to the Department, whence the information will be forwarded direct to the examining body in question.

I have, etc.,

J. STRUTHERS.

ARMY CERTIFICATES.

C. 392.

Scotch Education Department,
31*st March*, 1906.

SIR,

1. You are doubtless aware that, by arrangement with the Army Council, the Leaving Certificate of the Scotch Education Department (University Group) confers upon its holders the right of exemption from the "qualifying examination" conducted by the Army Qualifying Board. The requirements exacted are, however, of necessity a good deal higher than the standard of the "qualifying examination" itself, and it has been represented that a certain hardship is thereby entailed upon those pupils in schools in Scotland who may be desirous of securing Commissions in the Army. My Lords have given the matter careful consideration. As a result, They are now prepared, with the full concurrence of the Army Council, to institute a special form of Certificate expressly designed to meet the difficulty.*

2. Candidates for this Army Certificate must be pupils of approved schools, and must be not less than 17 years of age on the 1st October next following their application. They must (*a*) have qualified for the award of the Intermediate Certificate in terms of Circular 389, and (*b*) have subsequently continued to give regular attendance at school for not less than one session, pursuing their studies according to a definitely planned curriculum previously submitted to and approved by Their Lordships.

3. After the Intermediate Certificate has been gained, candidates will not be subjected to the test of further external examination. Instead, it must be shown that they have reached a reasonable standard of proficiency, being not less than 50 per cent., in each of the subjects included in their curriculum during the period indicated by (*b*). In judging of the standard, Their Lordships will be ready to accept the estimate of the teachers

* It should be noted that the Certificate now instituted is of value only for pupils who are looking forward to the Royal Military Academy or Royal Military College. Those who contemplate entering the Army direct from a Scottish University, should aim at the full Leaving Certificate (University Group).

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concerned, as attested by the Headmaster, and as determined on methods and principles which shall be open to investigation by Inspectors or Examiners appointed by the Department. In addition, my Lords would propose to lay upon the Headmaster in each case the grave responsibility of stating formally that, in his opinion, the character and personal qualities of a candidate are such as render it likely that he would develop into a useful officer.

4. A list of approved schools will be published monthly in the Army List. To secure approval, a school must be in a position to present candidates for the Intermediate Certificate in terms of Circular 389. Its Intermediate Curriculum must include English, Geography, History, and Mathematics, along with not less than two other subjects. The additional subjects may be *either* two languages other than English,* *or* Experimental Science and one language other than English. The curriculum must also make provision for physical training.

5. As regards the post-Intermediate Curriculum, my Lords desire to leave the greatest possible freedom of initiative to school managers. If a boy's Intermediate Curriculum has not included a course in Geometrical Drawing, that subject must be taken up at the later stage. For the rest, Their Lordships will await the proposals of Managers, stipulating only that any curriculum submitted for approval must allow ample opportunity for systematic instruction in English and in either French or German.

6. Applications by schools for the necessary recognition may be addressed to this Department forthwith.

I have, etc.,

J. STRUTHERS.

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* The Army Council specially require that, where two languages other than English are included in the Intermediate Curriculum, one must be ancient, and one modern.

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REPORTS OF HIS MAJESTY'S CHIEF INSPECTORS.

GENERAL REPORT *for the year* 1905 *by* A. E. SCOUGAL, ESQ., M.A., *His Majesty's Senior Chief Inspector of Schools in Scotland, on the* SCHOOLS *in the* SOUTHERN DIVISION OF SCOTLAND.

January 1906.

MY LORDS,

I have the honour to present to Your Lordships my second Annual Report on the Schools in the Southern Division of Scotland.

Staff of Divis on

Since the date of my last Annual Report the following changes have taken place in the Staff of the Division. In September, 1905, Mr. J. W. Peck, Junior Inspector, left our service to become a Principal Assistant Secretary in the Education Department of the London County Council. His place on the Staff of the Division for ordinary work was filled by the transference of Mr. F. W. Michie, Junior Inspector, from the staff attached to the Division more especially for Science and Art work. On 2nd October, 1905, H.M. Inspector Mr. W. Y. King was transferred from this Division to the charge of the Govan and Dumbarton District in the Western Division, and he was succeeded in the charge of the Border District by H.M. Inspector Mr. C. J. N. Fleming, transferred from Lanarkshire: H.M. Inspector Mr. G. Andrew was transferred to Lanarkshire to fill Mr. Fleming's place, Mr. Andrew's place as one of the officers attached to this Division being filled by the transference of H.M. Inspector Mr. W. G. Fraser from the Glasgow District: and Mr. Walter Stewart, D.Sc., was transferred from the Western Division to take up the duties in the Southern Division formerly discharged by Mr. Michie. At the same date Mr. W. Home, Sub-Inspector, who had been posted temporarily to the Edinburgh District on his appointment in April, 1905, was allocated to the Perthshire District.

H.M.I. Mr. King on his leaving the Border District.

In this connection I may fittingly quote the following from Mr. King's remarks on his leaving this Division and the Border District of which he has so long had charge:—

"It is with feelings of unfeigned regret that I write my last Report on the Border District. I have been in charge of it for seventeen and a half years, a period not unprecedented but much longer than the average time for which an Inspector remains in a District. I have had time therefore to become deeply rooted in Border soil, and the transference to Govan, though willingly accepted at Their Lordships' request, has involved a considerable wrench. I take the opportunity of expressing my grateful thanks to all those with whom I have come into official contact during my long stay in the Border Counties. I have met with uniform courtesy and much kindness and hospitality; my recommendations have always been received with careful consideration, and if effect

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has not been given to them by managers in every case, it has been due to lack of funds or other strong impeding cause. The teachers have discharged their duties with honesty, fidelity, and a high average of ability, and have always been ready, so far as lay in their power, to accept and carry out my suggestions. I have had excellent assistance: in the first place from Mr. Pennycook, who retired after twenty-three years' service in the District; then from Mr. J. H. Murray, who left on his promotion to the rank of Junior Inspector; and finally from Mr. Hamilton Bell, who joined me a year ago. . . .

"Looking back over the long period of my Inspectorship in this District I try to estimate whether the progress has been made that might have been expected. I got the District in 'good fettle' from my predecessor, Mr. Scougal, and I hope that I hand it over in equally good condition to my successor. But I have hardly any means of gauging that progress in comparison with similar Districts in Scotland. I know only that when Mr. Murray, who is a very acute observer, came to me from the North, where he had seen many schools of the same type, he thought that the Border schools compared very favourably with those which he had recently examined."

School Supply and Accommodation.

Edinburgh District: *Mr. Jamieson.*

As regards the work of School Supply within the district of the Edinburgh School Board my colleague Mr. Jamieson forwards to me the following information, kindly supplied to him by Mr. Arnot, the Clerk to the Board:—

"(1.) The two Higher Grade Schools opened at the beginning of September, 1904, and Albion Road School, opened on 1st March, 1905, have added to the accommodation as follows:—

Boroughmuir Higher Grade School	1,372	places.
Broughton "	943	"
Albion Road School	1,399	"
Total added accommodation	3,714	"

"(2.) To relieve the pressure of population in the south-west of the city, chiefly in the vicinity of Bristo School, a new Infant School—to be called Drummond Street School'—is being erected. The plans provide accommodation for 652 pupils. This school will in all probability be opened early next year.

"(3.) Plans showing accommodation for 1,462 pupils have been approved of for a new school in Gillespie Street, to be called 'Gilmore Place School.' I am not yet in a position to say when the building of this school will be commenced or when it is expected to be ready for occupation."

On this Mr. Jamieson—who has a grasp of the details of the problem of School Supply in Edinburgh to which I cannot yet pretend—comments:—

"I am by no means sure that, even when all the contemplated extensions have been completed, the School Board of Edinburgh will have sufficient accommodation in the right districts. When there is no room for a new pupil at, say, Granton, it is little comfort to him to tell him that there is plenty of room at, say, Craiglockhart."

In sequence to statements made in last year's Report, I have to note that the reconstruction of Edinburgh, All Saints' Episcopal School has been completed, and that Edinburgh, St. George's Episcopal School has been discontinued.

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The School Board of Bo'ness and Carriden has, after much difficulty, secured a site for a large new school, the opening of which may be expected to do much towards the solution of the difficult educational problems of the locality.

At Broxburn a large new Roman Catholic School has been built—a testimony to the energy and resource shown by the Very Reverend Canon O'Neil.

Provision of Laboratories for Practical Science.

The provision of laboratories for Practical Science in connection with newly sanctioned Higher Grade Schools is a form of addition to School Supply which at the present time calls for special notice. Of this there have been five cases in the Division during the past session—at Colinton, Juniper Green Public School in Midlothian; at Forgan, Newport Public School and Newburgh Public School in Fife; and at Blairgowrie Public School and Moulin, Pitlochry Public School in Perthshire.

Influence of the expectation of a new Education Act.

Two of my colleagues make note of the fact that during the past session the prospect of a new Education Act for Scotland tended to lessen the activity of School Boards whether as to the provision of new premises or as to the enlargement or improvement of old ones: nevertheless there is general testimony that throughout the Division the state of the school supply is, on the whole, very satisfactory.

From the reports of my colleagues I extract the following points which seem to deserve special note.

Fifeshire District: *Dr. Dunn.*

In Fife, Dr. Dunn reports the erection of large and handsome new premises at Thornton by the Markinch Board, the provision of a new school at Glencraig by the Lochgelly Board, and the erection of excellent new premises for the Primary Department of the Kirkcaldy High School; and also "alterations and extensions such as virtually to constitute new schools" at Auchterderran, Auchtermuchty, and Ballingry. Special accommodation for instruction in Cookery has been provided at Beath, Kelty Public School, and at Kinghorn Public School "in a superior style and with singular completeness." There are in contemplation the enlargement and improvement of the Markinch, Balcurvie Public School, and a new school for the eastern portion of the town of Kirkcaldy.

Border District: *Mr. King.*

Mr. King, reviewing the whole period of his long tenure of the Border District, reports as follows:—

"In a district in which the population has been stationary or retrograde there has naturally been small demand for new schools. The Roxburgh Street Public School in Galashiels and the Kingsland Public School at Peebles are probably the two most important buildings which have been built in my time, and they are both admirably suited for school purposes.

"New schools at Tweedsmuir, Megget, and Chapelhope; two in Coldingham parish; practically new schools at Yetholm, Stobo, and Drumelzier; and many alterations, enlargements, and improvements have been found necessary. More schools are left, hardly to be banned or blessed meanwhile, which in due time will be ripe for my successor to deal with.

"At present the district is fully provided with schools, which may in some cases be rather antiquated and not too well furnished, but which

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taken as a whole, represent a fairly high standard, and one which would have been hardly thought possible of attainment in a sparsely populated district till within quite recent years.

Stirlingshire District: *Mr. Millar.*

With regard to the Stirlingshire District Mr. Millar reports that the school supply is "fairly complete at present." One new school—Alloa (Landward), Tullibody Public School—was opened during the year; and considerable additions have been made to Cumbernauld Public School; Falkirk (Landward), Greenhill Public School; St. Ninian's, Cowie Public School; and Falkirk (Burgh), St. Francis Roman Catholic School. A very handsome Infant Department (with large central hall) has been added to Larbert Village Public School. The School Boards of Alloa (Town) and Stirling (Burgh) have provided special premises for the teaching of Household Management; and minor alterations and improvements have been made in a considerable number of schools.

Perthshire District: *Mr. Clark.*

In the Perthshire District, Mr. Clark reports the opening of the new premises for the Arngask Public School; the provision, by the Kinloch-Rannoch Board, of a new school at Dall and the commencement of building operations for a new school at Killiechonan, to take the place of the old and primitive side school there; the completion of the extensive additions at Crieff, Commissioner Street Public School referred to in last year's report; important alterations at Dull Public School; the addition of a class-room to Wester Caputh Public School; and several cases of minor alterations and improvements.

Mr. Clark adds the following criticisms and suggestions, which I quote as worthy of special attention:—

Premises in Rural Schools.

"In many of the rural schools there is need for better cloak-room accommodation and for shelter-sheds. In some cases more frequent cleaning of class-rooms and more stringent supervision of outside premises are required.

Apparatus.

"Apparatus is on the whole satisfactory. The main desiderata are (1) better provision for purposes of Free-arm Drawing; (2) a supply of illustrative material in connection with the teaching of Geography and History. The objectionable 'slate-habit' persists widely.

Attendance.

The question of school attendance has been so fully dealt with in the Blue Book Reports for several years back that, important though it is, I shall not dwell at any length upon it on this occasion.

Steady, though slow improvement.

Over the Division as a whole, steady, if slow, improvement continues to be noticeable. The percentage of average attendance to the number on the roll has, during the past session, risen in the Edinburgh School Board District from 87·1 to 87·9; in the Leith School Board District from 84·7 to 85·4; and my colleagues in charge of Districts that are mainly rural report slight "continued improvement." It is encouraging that the progress is most noticeable in connection with large town

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schools where there is a sort of habitual irregularity to combat, and in connection with schools where the attendance was formerly least satisfactory.

But matters as regards regularity of attendance are by no means yet as they should be or might be, were all concerned to do their best. Mr. Millar makes this clear in the following remarks upon attendance in his District:— But attendance not yet what it might be.

"The percentage of average attendance for the year was 87 over the District. This cannot be regarded as entirely satisfactory. It is true that the machinery for enforcing compulsory attendance is cumbrous and slow in action; but even with the existing machinery, there is evidence to show that a percentage of 90 could be attained if all Boards and all Head Masters were as much alive to the loss, both in educational efficiency and in money, incurred through irregularity of attendance, and were as active in enforcing regularity, as some Boards and some Head Masters are at present.

"Thirty-six schools, out of 141, show a percentage of 90 or over. These schools are of all sorts and sizes—large town schools, medium-sized village schools, and small country schools. Taken as a whole they are quite representative of the circumstances of the District.

"Of the towns, Alloa Burgh heads the list with an average of 90·6. Stirling might reasonably be expected to show a higher percentage than 88·5, when the largest school in the burgh—Allan's Public School—shows the way with the very satisfactory figure of 92·4 per cent. Falkirk Burgh is again the worst of the urban Boards with 86·2 per cent.; and here, again, there is one school—Bainsford Public School—with 90 per cent. to show what can be done by persistent effort. What can be attained: (*a*) in towns;

"Attention has frequently been called to the irregularity of attendance in the county of Kinross; but one Board in that county has attained this year for its two schools an average of 90 per cent. In Perthshire the same figure is reached by the Port-of-Menteith Board with its three small schools. Forestmill Public School, a small country school under the Clackmannan Board, and Slate Quarries Public School, under the Aberfoyle Board, deserve honourable mention for their percentages of 93 and 93·2 respectively; while Alva Academy Higher Grade Public School has appropriately commemorated its change of name and status by raising its percentage from 88 last year to 92 this year. (*b*) in rural districts.

'These examples are sufficient to show what can be done even under the existing system."

"Leakages"—which occur especially (1) at vacation times, and (2) owing to the migratory habits of certain classes of the population—need more careful watching. With regard to the former type, Mr. Clark justly says:— "Leakages:" (*a*) at vacation times;

"A leakage frequently occurs immediately before and immediately after the summer and autumn vacations. *Greater vigilance on the part of the authorities requires to be exercised at these periods*;" *

and with regard to the latter type, Mr. G. Andrew—in a long and elaborate report which specially deals, in a most complete, informing, and interesting manner, with the educational problems of the "slums" of Edinburgh—after speaking of the late entry to school of so many of these slum children, as being due to parental carelessness and selfishness, to the practical difficulty (*b*) owing to the migratory habits of certain classes of parents.

* The italics in this quotation are my own.—A.E.S.

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of carrying out the statute, and to the very migratory habits of this class, makes the following pertinent and valuable remarks:—

"Migration in itself should not be so potent a factor; but *the interval which almost invariably ensues between the child's leaving one school and his entering another* proves extremely detrimental to his progress. The migratory habits of the people in this district are so remarkable as to deserve more than passing note. . . . Some classes [in the two schools specially dealt with by Mr. Andrew] lose one-third of their number during the session, and take in one-third of newcomers: with others the numbers are greater. . . . The average attendance made by one class was 168 out of 416—figures which speak for themselves.

"In this aspect of the question it is difficult to feel much hope for improvement. I fear it will remain a more or less permanent factor in the problem so long as there gathers into the towns an idle or irregularly employed proletariat, whose comings and goings are dictated by the casual opportunities of labour, or by reasons much less respectable.

"What we could do, however, is *to insist upon a much more exact system of tracking children from school to school, and to adopt vigorous measures when the interval of non-attendance exceeds reasonable bounds.*"*

I commend the suggestions here made by my colleagues to the very careful attention of School Authorities throughout the Division. The educational interests of the children, which are so detrimentally affected—those of the good attenders, be it noted too, no less than those of the bad—by this preventable irregularity, should be, of course, the first consideration; but School Boards and Voluntary School Managers may be once again reminded how much it would be to their financial gain were they to take effective steps to secure greater regularity of school attendance.

"Exemptions."

There is, I am glad to report, general testimony that School Boards are, over the Division as a whole, showing discrimination, judgment and firmness in dealing with applications for exemption from attendance at the day-school. In a number of cases, however, there has been lack of care to insist on regular attendance at Evening Classes as a condition of such exemption.

Inquiries in connection with Form 61 have done much to check the formerly prevalent habit of allowing children to leave school without exemption before the legal age of 14.

Mr. Clark mentions the School Board of Arngask as the only Board in his District which has been too liberal in granting exemptions.

Ordinary School Work.

Evidence of improvement.

Owing to pressure of other duties, I have had few opportunities during the past session of personally investigating the condition of the instruction in the ordinary work of the Elementary Schools. It is gratifying, however, to observe from the reports of my colleagues that there are unmistakable signs of improvement in several important respects. During the past year attention has been chiefly concentrated upon the instruction in Arithmetic

* The italics in this quotation are my own.—A.E.S.

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and English. Careful note has been taken of the methods of teaching these subjects, and there are numerous indications of a healthy upward tendency. A gradual advance is perceptible, and there is abundant evidence in the reports to warrant the conclusion that the instruction is gaining in breadth and intelligence.

Better correlation of subjects.

One of the most hopeful symptoms of improvement in Elementary School work is the evidence, yearly becoming more manifest, of a tendency in the teaching towards a closer correlation of allied subjects of instruction. The ideal, it is true, has not yet been reached, but the existing state of matters gives occasion for great hopefulness. A truer conception of the place and function of the various subjects in the scheme of education, a more wide-spread desire to evolve and employ the best methods in teaching them, and a clearer perception of their close organic connection, are all more or less apparent.

Country and city schools: a contrast.

Preliminarily, some brief remarks may be made on one or two points of general interest having a bearing on the elementary work as a whole. It is universally recognized that the conditions under which work has to be done in a small country school are in many respects very unlike the conditions of work in a large city school. The environment of the pupil is different. In the large school he is a member of a large class all at the same stage of advancement. He is a unit in a large mass, and the personal influence exerted upon him by the teacher varies in directness and intensity according to the size of the class: on the other hand, he is constantly under direct instruction and supervision, and his own self-reliance is not very actively stimulated. But the pupil in a small school is a member of a much smaller class, and the teacher's personal influence upon him while the class is under direct tuition is correspondingly intensified. From the exigencies of the case, however, he is set free at stated periods from this direct control, and is left to engage in some piece of work for himself—to write an essay, to work out a problem in arithmetic, or to perform some exercise arising out of the previous lesson. Self-reliance is here actively stimulated. Thus it will be seen that the advantages are not all on the one side. In discussing this question, Mr. Jamieson arrives at some interesting conclusions, and makes a suggestion which is well worthy of consideration. He reports:—

Mr. Jamieson.

"In the city school there may be greater regularity of writing and greater deftness in some of the other mechanical parts of the work, but there is certainly not greater intelligence, and there is certainly less individuality.

"Over-teaching.

"The opinion has steadily grown towards conviction, that in large schools where there is a teacher for every class the children are over-taught; they are not let alone for a moment while the time-table runs. Everything is shown to them and done for them; individual effort and ingenuity are cramped. But at present one can prescribe no certain remedy. Possibly the following remarks connected with this subject may be worthy of consideration. In a large school in the city where it is possible to have perfectly homogeneous classes, when one finds an able and vigorous and well-educated young man teaching a class of fifty pupils of ten years of age, all at exactly the same stage of attainment, it is difficult to resist the

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feeling that this vigorous young man does not have very hard work. His colleague in sole charge of a small country school of fifty has to attend to probably seven classes, and to teach singing and drill, from which the class teacher in the city has hitherto often escaped. The children in the small country school are probably too much 'let alone.' I should welcome a regulation whereby no school of more than thirty scholars could have fewer than *two* teachers of *some* grade."

I have great sympathy with the teachers of small schools who often have to conduct unaided the work of all classes, and I should be glad to see every rural School Board taking advantage of the assistance towards the provision of additional adult staff which is offered under Your Lordships' minute for the Distribution of the General Aid Grant.

The problem of "over-pressure."

Another important problem is that of "over-pressure." The feeling that the children are over-burdened, though not so prominent as in former years, still exists. It may be admitted that in many schools children at present have too much to do. "The requirements of modern life"—to quote from a colleague—"have rendered necessary an acquaintance with several subjects which in former days could be safely neglected." But where over-pressure exists it has arisen from simply adding on the newer subjects without making a corresponding relaxation and redistribution of the time devoted to the older subjects; advantage has not been taken of the greater freedom and elasticity of the more recent Code regulations, and a self-imposed burden of rigid exactments and over-strain is the consequence. The teachers might make over-pressure well nigh impossible were they to utilize much more fully and effectively than they as yet do the liberty now granted to them under the Code. Other factors, doubtless, affect the problem; but these are being gradually eliminated; and there is good ground to believe that in proportion as attendance increases in regularity, as staffing is improved, as better methods of teaching are employed, and as co-ordination of subjects is better realized, the danger of over-pressure will more and more diminish, and will ultimately disappear.

Importance of the "fundamental" subjects.

I find that there is in some quarters the wholly erroneous idea that, because so many "new" subjects and methods are "in the air" at present, H.M. Inspectors now pay less attention than before to the ground-work subjects of the Primary School course. I have thought it well, therefore, in order to emphasize the prime importance of these subjects, and also to do justice to my colleagues—each one of whom deals with them in his report most fully and carefully—that a somewhat considerable section of this General Report should be devoted to these "fundamental" branches of the ordinary Elementary School curriculum. As, owing to other official duties, I now come but little into personal contact with the work of the Elementary Schools, I must here depend mainly upon the reports of H.M. Inspectors of the Districts in this Division. I shall, accordingly, in what follows, present a summary of my colleagues' observations, conclusions, and suggestions upon salient and important points, with pertinent illustrative quotations from their reports.

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Schemes of Work.

The Schemes of Work which were submitted during the year for approval, while not showing any very marked lines of departure from common practice, nevertheless bear testimony to the growth and diffusion of modern ideas of treatment and method. "It was refreshing," remarks Mr. Clark in his comments on the Schemes of Work of the Perthshire Schools, "to meet instances where independence of judgment had been exercised in the planning of courses." Continuing, he reports:—

Mr. Clark.

"Suggestions for emendation were invariably welcomed, and it was pleasing to find in the course of inspection a distinctly progressive tendency in certain directions. Improvement was specially discernible in the region of arithmetic, and now that interest in the teaching of this subject has been awakened throughout the district, I can predict with some degree of confidence that reform will proceed apace. The English schemes were the least satisfactory, as either being little informative or showing no perceptible broadening of the limited view that has so long governed the teaching of the subject."

English.

The teaching of English is universally admitted to be the most important part of school instruction, and, on this ground, the necessity of forming a true conception of what the term "English" connotes is of vital moment. For the majority of the children in our Elementary Schools, the English course, it has been truly said, can aim only at securing the ability to speak, read, and write plain English with moderate fluency, intelligence, and accuracy. Until a few years ago attention was mainly concentrated upon *reading*. The *speaking* of English was not systematically cultivated, particularly in the junior classes, and the *writing* of English was practised only in the two senior classes of the school. The main defects were the comparative neglect of oral expression, the undue postponement of written composition, and the treatment of Reading, Recitation, Spelling, Composition, and Grammar more or less as isolated "subjects," instead of in organic connection as essential elements of the courses in *English*. Efforts have been made of recent years, with a very fair measure of success, to correct this unmethodic procedure; and during the past two sessions H.M. Inspectors have been giving special attention to the state of the instruction in this subject and to the methods employed in the teaching of it. There are manifest signs of improvement, particularly in the cultivation of oral expression in the Infant and Junior Divisions. Progress in the written composition of the senior classes is not yet very marked. Formal Grammar has bulked less than formerly in the schemes of instruction. Mr. Jamieson reports:—

Mr. Jamieson. Composition

"In English Composition there has lately been a rapid improvement. In the Edinburgh district a great deal of time has been spent on the subject. The aim has been to induce teachers to train scholars to express their thoughts in correct English from the very beginning of school life, and to introduce the practice of written composition as early in the curriculum as possible. In all the better schools of the district written composition is now attempted in nearly all the classes of the Junior Division."

Grammar.

"The chief improvement that has of late years been effected in the teaching of Grammar has been the closer correlation of this subject with other branches of English work and the dropping of the cumbrous and unnecessary phraseology formerly employed. . . It is probable that

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formal rules of grammar should not be taught to quite young children They should rather be encouraged to speak grammatically and should thus be led to learn their grammar unconsciously. Further, the minute analysis and elaborate parsing that were in fashion some years ago were needless and confusing. But some knowledge of grammar, more or less formulated, seems always to be necessary to correct writing and even to perfectly accurate thinking."

Learning of Poetry.

"While there is little fault to be found with the style in which passages of poetry are usually recited, much greater taste could be shown in the selection of passages. In English poetry the field for selection is so vast that there can be no excuse of lack of material. The mistake usually made is in selecting passages down to the level of the children, as it is thought. Thus pupils of ten are often kept learning nursery rhymes with little meaning and with no literary value. This mistake seems to arise from underrating the intelligence of young children. In the way of feeling and appreciation children of seven, are, as a rule, much more advanced than people think. . . . In the case of young children a complete understanding is quite a secondary matter. . . . One of the tests of great literature is that it has always a new meaning and always *more* meaning for men and women as they grow in years, and that each generation can read into it still a newer meaning. Why should not all children get literature of this kind into their minds while their memories are retentive?"

Mr. Barrie. Composition.

Mr. Barrie does not yet find many indications of improvement in the quality of the written Composition in his district, although the habit of answering in complete sentences is being assiduously cultivated. He would strongly urge increased practice in Paraphrasing "as an excellent means of giving more flexibility to the ideas and language of the children." Concerning *silent reading* he reports:—

Paraphrasing.

"Silent" Reading.

"In the senior classes of many schools a considerable amount of time is daily devoted to silent Reading, and the children are encouraged to make notes of words and phrases that puzzle them. This practice might be followed in most schools with great advantage."

Dr. Dunn. Composition.

Dr. Dunn reports improvement in Composition, due in some measure to the greater variety of subject matter which prevails. He is, however, inclined to think that the teachers do too much for their pupils in this exercise, the black-board being frequently filled with the preliminary statement of the details, with the result that the pupils' exercises are in many instances almost identical. The proper use of capitals and punctuation

Spelling.

requires more attention, and Spelling suffers from the general neglect of syllabication. His criticisms on the Reading in the Fife Schools may be noted:—

Reading.

"Too little trouble is taken to correct local peculiarities. These are particularly, the impure pronunciation of the vowel *a* which approaches the sound of *aw*, and the slurred pronunciation of the medial dentals, which often practically disappear, as in *bu'er* for *butter*, *sa'isfied* for *satisfied*, etc. Not infrequently the pupil-teachers exhibit the same defect. Here we see the importance of phonetics as a branch of normal school training

"Another defect is a thickness and consequent indistinctness of articulation, especially in the boys. This defect could be largely rectified by voice-training exercises in singing, but these are too much, if not generally, neglected.

"Still another defect is monotony, which is not necessarily associated either with a lack of fluency or intelligence. The fact simply is that expressive reading is, in the higher classes, at least, generally neglected. The reading books are also to blame, from their careful avoidance of dramatic extracts which would imperatively and almost instinctively

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demand some attempt at expression. In the younger classes we have often an exaggerated and forcibly-feeble style of modulation, which might be modified if it were continued: which however it seldom is."

"The tendency to confine the children too long to one book is rapidly disappearing. Some lack of care is sometimes observable in graduating the relative difficulty of these successive books, sometimes the advance is too slow, sometimes too rapid."

Mr. King.

In his remarks on English, Mr. King writes as follows:—

Scottish Poetry.

"I have nothing to add to what appears at considerable length under my name in last year's Blue Book. But I wish to refer to the last paragraph in that contribution, in which I speak of the teaching of Scottish poetry in the schools. This evoked a good deal of criticism in some papers both in Scotland and England by writers who apparently did not take the trouble to read carefully what I said. I never condemned and would be the last to condemn the teaching of Scottish poetry in schools. All I said was, that this should be regarded as a luxury, and as something rather to be learned at home, while the teaching of good English poetry should be the staple of the instruction. School-life is too short and school subjects of primary importance are too many to give us time for anything but essentials, and for the working man's child with its limited range of ideas, and with a *patois* of its own to get rid of, there is nothing more essential than to obtain the fullest possible knowledge of the modern English language."

Mr. Millar.

Course of Reading in a Primary School.

Mr. Millar notes specially a widening in the range of reading and a consequent improvement in the intelligence of the pupils. In one school which he visited recently he found the following reading books, in addition to the ordinary literary and historical or geographical readers, in use in the successive classes, from the lowest class of the Junior Division onwards:—*Cinderella, Laureate Poetry Book; Fairy Tales from Grimm, Laureate Poetry Book; Alice in Wonderland, Poems for the Schoolroom* (Penny Poets); *Mill on the Floss* (abridged), *Hawthorne Reader; Treasure Island, Poems for the Schoolroom; David Copperfield, Marmion.* Each of the four higher classes had its own lending library for Home Reading. Such an enlightened conception of what can be done in broadening the range of reading and in realizing the possibilities of "English" in an elementary school is well worthy of imitation.

Mr. Clark.

Mr. Clark makes a very interesting and suggestive contribution on this subject. After noting a marked improvement in the teaching of English he continues:—

Oral Composition.

"The effect of closer attention to training in oral expression is particularly marked. This side of the work will become less open to criticism as teachers begin to realize the value of story-telling, conversation, and oral reproduction from the outset; of systematic, instead of occasional, oral narration; and of the association of oral and written composition from the intermediate stages onwards. Enquiry has elicited the fact that written composition is not based on the oral effort of the pupil so much as it should be. This is especially the case in the intermediate classes, where the natural starting-point for written composition is the crude English which the pupil uses in giving an account of some incident. Much of the composition one reads is laboured and artificial, and is largely the product of too exclusive attention to the Grammar and Composition-book method, which makes the sentence the unit. Practice in making sentences is indubitably essential, but let it proceed as far as possible from the natural basis of the paragraph. There is too much haste to secure tangible results of written work in the junior classes. Nothing is gained by premature written composition."

Written Composition.

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Wider Reading.

Mr. Clark rightly points to carefully cultivated oral expression and wider reading as the first requisites of success in writing. There is much need, he thinks, for an enlarged view of the aim of reading, and for the inclusion in every English course of a scheme for the study of good literature from the earliest possible stage to the Supplementary Course. He emphasizes the great value of School Libraries in this connection; and he is of opinion that if approved methods of teaching reading were more consistently followed in the Infant and Junior Divisions the children would acquire earlier than they do the power of reading easily at sight.

Arithmetic.

Arithmetic, more perhaps than any other subject of the curriculum, has been receiving the serious consideration alike of Teachers and of Inspectors. During the past three years, the methods of teaching the subject, the order and gradation of the instruction, and the nature of the practice best fitted to cultivate intelligence and dexterity in the solution of problems have all been under close observation; and there is promise of much fruit from the interchange of opinion and the suggestions which have arisen in connection therewith. Teachers have been as a rule responsive; many have shown much zeal in reforming their methods; and while, here and there, the attitude has been somewhat apathetic, there has been little active opposition to putting the modern ideas of teaching the subject to the practical test of experience. From the reports of my colleagues on this subject I am able to draw the following conclusions. A decided advance has been made in the Infant and the Junior Divisions of the school. Improvement in the Senior Division is not so marked. The place and the function of mental arithmetic are being more generally recognized. There is not much evidence as yet of the adoption of modern methods in dealing with fractions. The setting down of solutions so as to show clearly the reasoned stages of process still leaves much to be desired.

"Concrete" method.

One of the leading principles which should underlie all the instruction is the extensive use of concrete illustration. In the earliest stages, notions of number and of the elementary operations are mainly, if not entirely, to be got through the concrete. There are pleasing indications that Infant School Arithmetic is yearly being more sensibly based on this solid foundation, and that there is somewhat less anxiety than formerly to pass as soon as possible from the concrete to the abstract. Dr. Dunn, in an admirable excursus on the entire work of the Infant School, reports that increasing attention is paid to this principle in the best Infant Schools of his district, although the practice is by no means so general as is to be desired. He reports:—

Dr. Dunn.

"Surprisingly good work is often done in the higher infant classes, *e.g.*, children from six to seven. In the Wemyss Coaltown Infant Department, summation of numbers is as rapid and correct as could be expected in a senior class. The methods are in too many schools mechanical; the progress from the concrete to the abstract is not sufficiently graduated; and above all the composition and decomposition of numbers are not constantly and methodically practised. On the other hand, ingenious and attractive expedients are not unfrequently adopted."

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Concurrent teaching of the simple operations.

The method of teaching the four simple operations concurrently in the early stages is making fair headway. In good schools where an intelligent conception of the soundness of this plan and of the advantages to be derived from it has been formed, the results are most encouraging.

Separate "rules" in Arithmetic.

The practice of referring problems for solution to separate "rules" instead of solving them by an application of the four elementary operations is still predominant; nevertheless there are healthy indications of development in the other direction. Mr. Jamieson, after reference to a previous protest which he had made "against burdening pupils and darkening their minds with numerous and needless arithmetical rules," expresses the hope, based on the progress already witnessed, that more intelligent methods of teaching Arithmetic will soon prevail everywhere. Dr. Dunn reports :—

Dr. Dunn.

"As a rule the arithmetic is well done so far as regards accuracy. But the rationale of arithmetical processes is seldom taught even to the higher classes. So long as a question comes under a recognised rule, all is well; but if it is informally put, it is found to present difficulty. In a word, the teacher's and pupil's endeavour is rather to bring the question within the scope of some particular rule than to exhibit and apply the arithmetical principles to which the rules themselves are referable. The manipulation of the 'Rule of Three' and Interest is a case in point."

Mr. Clark.

Mr. Clark considers that the theory of the subject has been slightly more in evidence this year. In not a few cases senior pupils were able to give an intelligent explanation of the *why* of operations. He also makes two pertinent suggestions. More stress should be laid on training the pupil to look at the question from every point of view to see where the ordinary method can be shortened. Pupils should be taught to set down clearly the reasoned stages of process. The educative value of the subject as an effective instrument in securing clear and connected expression is thereby enhanced.

Mental Arithmetic.

There is agreement among my colleagues regarding the great improvement which has been effected in the teaching and practice of mental arithmetic. To quote a typical report :—

"There is a more general appreciation of the purpose of mental arithmetic, and the results are correspondingly better. But one has still to utter the reminder that mental arithmetic is not a separate subject to be got up from practising examples in text-books, but is the preliminary to, and arises naturally out of, all written work."

Writing.

As regards Handwriting little that is new falls to be noted this year. Mr. Jamieson is of opinion that the highest attainable stage of average proficiency was reached some years ago, "when Writing and Spelling were probably as well taught as these subjects ever will be." There has been, he is inclined to think, a falling-off in neatness of Writing and Figuring since more attention began to be paid to other subjects. Mr. Barrie emphasizes the importance of careful tuition in the early stages, if the later results are to be a success. According to Mr. King, the "copper-plate" of former days has passed away; but the time then spent upon it was excessive. The Civil Service style

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is generally practised, and the average quality of the writing is much improved. He also refers with approbation to the gradual elimination of the slate from the school-room, on sanitary as well as educational grounds. The vertical style of writing, Dr. Dunn observes, is disappearing; and he does not regret it, because it generally led to a backward slope. Exaggerated interspacing of letters has also been abandoned, and angularity has given place to a more rounded formation of the letters. Mr. Clark desiderates greater speed as an adjunct to neatness and legibility in the highest classes.

History and Geography: closer correlation desiderated.

With respect to Geography and History, several of my colleagues express the desire for a much closer correlation of these subjects than is generally to be found.

History.

On History one colleague reports:—

"Since 1898 the study of History has steadily spread. In that year the subject in many districts was practically moribund. There has been a progressive revival, and there is now no school in this district in which the pupils do not have a fair understanding of the main epochs of British History."

Geography.

And on Geography another colleague reports:—

"The teaching of Geography has undoubtedly become more interesting; it is generally taught on a sort of two-fold concentric system—the geography of the world, embracing more detail from year to year, and local geography, embracing a wider area from year to year. More pains are taken to connect the geography with the rest of the work, especially with the reading-lesson, and to make it more directly subserve the end of cultivating general intelligence by arousing the interest of the pupils in the peoples and institutions of the countries treated."

Nature-Knowledge. *Mr. Bell.*

On Nature Knowledge Mr. Bell, Sub-Inspector, in a report to Mr. King on this branch as taught in the Border district, says:—

"In few subjects have the teachers secured such an unqualified success as in Nature Knowledge. Naturally plant life has been the favourite theme, but all phases of natural history are represented. From the Burgh School of Selkirk has radiated a zeal for entomology which it would be difficult to match in any other district in Scotland. Gardening and bee-keeping appear in some country schools. Bird and fish life, rocks, etc., receive attention. But one would like to see more observation of the face of the sky, by day and by night. The phases of the moon, the march of the planets, and the more important constellations make interesting and useful subjects."

Drawing.

For the past seven years the teaching of Drawing on modern lines has been steadily rising in quality and efficiency. Each year has been marked by a forward movement: methods of instruction have been modified and improved, and truer conceptions of aim and purpose have been more generally diffused. The exceptional progress which has been so noticeable is in great measure owing to the institution of Article 91 (*d*) Classes, which furnish facilities to teachers for becoming conversant with modern methods of teaching drawing. To the teachers themselves much credit is due for the enthusiasm which they have displayed in joining these classes, and for the consequent extent to which advantage has been taken of the training thus supplied. After referring to a tendency in the earlier years of this forward movement in Drawing

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to give to it more than its own share of school-time to the detriment of the other subjects, one of my colleagues justly observes:—

"The *novelty* stage is now past, and Drawing has fallen into its proper place as a regular school subject, as important as Writing or Spelling, but not more important; a subject which as a mere matter of course should form part of every child's training."

On Drawing several of my colleagues have contributed interesting and valuable remarks; but I regret that, owing to considerations of space, I must here confine myself to presenting the report on Drawing in the Southern Division furnished, at my request, by Mr. Duckett, who is our official expert adviser in regard to the instruction given in this subject throughout the schools of the Division.

Mr. Duckett reports:—

Mr. Duckett Report.

"In the Southern Division a considerable advance has been made during the last few years in the quality of the instruction given in Drawing. The educational aspect of the subject seems to be getting more thoroughly understood, and Drawing is now looked on more as a powerful means by which the general intelligence of the child can be cultivated than as a mere technical training for his hand.

"Some of the teachers still find it difficult to divest themselves of the old mechanical methods which degrade the child into being simply a recording instrument of teachers' ideas and dwarf rather than develop his brain; but in most cases an endeavour has been made to put the teaching on sounder and more satisfactory lines.

"In Edinburgh the work has been somewhat retarded by the unsuitable provision made in most of the schools for the practice of Free-arm Drawing."

Singing.

The state of the instruction in Singing does not differ much from that of preceding years. The conditions are similar, the defects noted are similar, and criticisms are reiterated. Two of my colleagues state that in many of the rural schools the barest minimum of time is given to this subject, and that grudgingly. In an increasing number of schools instruction in the sol-*fa* notation is supplemented by instruction in the staff notation, for the more advanced pupils. The sex division for part singing is still the rule, and the parts are often very unequally balanced.

In the Edinburgh city schools, where the instruction is conducted by visiting masters, the quality of the work reflects the merits and defects of the system. The instruction is skilful and on the best lines; but, from the exigencies of the case, the periods of instruction are not sufficiently frequent.

Throughout the Division ear-training is not a strong feature. A suggestion is made by a colleague that the means employed for this purpose should be more varied. There is also frequently noticeable a total lack of acquaintance with rhythm. There is room for improvement in voice-training. Singing with tasteful expression is not commonly found; but this is a quality largely dependent on the sympathetic insight of the instructor.

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The Infant School. In the Infant School are to be found the beginnings of all the branches of instruction common to the elementary school: there are laid down the foundations upon which the superstructure is to be reared. It is of the utmost importance, therefore, that these foundations should be both sound and properly laid. In the recent more special investigation into the methods of instruction in Arithmetic and English those of the Infant School have received the closest attention; and it is in the Infant School that suggestions as to improvement of method have been most heartily received and adopted.

Dr. Dunn. Dr. Dunn has written a long, interesting, and exhaustive report on the work of Infant Schools and Departments, based on his observations in the Fife District. I regret that owing to limitations of space it is impossible for me to quote his report here in full. I have, however, endeavoured to give some of the main points of it in the following précis:—

The Infant School: Discipline. The discipline of the Infant School presents peculiar difficulties due to the unfamiliarity of the young children with school life, the restlessness caused by physical impulses alien to school control, the multiplicity of classes at different stages of advancement, the inability of infants to do much for themselves, the necessity of keeping them healthily and agreeably occupied, and the shortness of the intervals during which mental effort can be profitably sustained. In general the discipline is very good and a sympathetic tone prevails.

Distribution of Lessons. In the best schools the subjects involving the greatest amount of mental tension are assigned to the forenoon, and the afternoon is devoted to recreative instruction. Too frequently the individual lessons are unduly prolonged; short lessons with a corresponding change of subject answer best.

Incidental Employments for the Infants. In many cases the teaching staff is inadequate to the continuous instruction of a given class, and while the teacher is engaged with a second class the former is set to some mechanical and perfunctory occupation. The favourite resource is writing on slates, which often degenerates into a mere scrawl. Frequent changes of work for the several classes and a greater variety of incidental employment, such as straw-plaiting, brick-building, paper-folding, etc., would give a more direct aim to independent effort, and would prove both interesting and stimulative.

Reading. Books are introduced at an early stage, probably in most cases at too early a stage. Reading-sheets are usefully employed; and in the best schools this method is advantageously extended by printing on the blackboard in new combinations the words thus acquired. The reading books are not as a rule scientifically compiled. In some schools cards with the letters of the alphabet printed upon them are distributed to a number of children, and words are formed by a corresponding arrangement of the children. The Look-and-Say method is extremely rare. In a considerable number of schools the teaching of reading by means of spelling is being modified by some elementary form of phonic analysis.

Writing. The writing is often very good, but the following defects may be noted. The teacher does not always present for imitation a really neat and symmetrical specimen of writing. Ornate capital letters are introduced at too early a stage. The letters are often written by the children on too large a scale. The supervision is often defective.

Arithmetic. [Dr. Dunn's remarks on Arithmetic have already been alluded to in an earlier part of this report.]

Object Lessons. The illustrations used for the object lessons include picture-cards photographs, blackboard sketching. Picture-cards are often insufficient in number, and the treatment of the subject is often conventional and

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uninteresting. Photographs of animals possess actuality, but the absence of colour is a drawback. Blackboard sketches are often well done in coloured chalks, but the illustration is too frequently not well utilised. The treatment of 'animal' subjects is often trivial. As a rule too many object lessons are given. Only scraps of information are imparted, without the logical correlation of facts and phenomena which should always be the unseen sub-structure of the lesson. Half a dozen lessons on a given subject would in many cases be more profitable than a similar number on different subjects.

One of the most fascinating, suggestive, and instructive forms of the object lesson, namely, picture analysis, is conspicuously neglected. Collections of lithographic illustrations such as are issued with Christmas numbers of periodicals might be made. The evolution of the central idea of a picture and the interpretation of details form an admirable training of the intelligence.

Classification and the Qualifying Examination.

"Freedom of classification."

The question of freedom of classification was dealt with at some length in the Reports of last year; but in view of the conditions still found in schools it seems most desirable that further emphasis should be laid on this point. My own experience, borne out by the reports of my colleagues, has led me to the conviction that two points of vital moment in the classification of schools have not yet been realized to the full by those whose concern it is to arrange the gradations in the school life of a child.

Reforms needed.

In the first place, it is neither necessary nor advisable that between the Infant School and the Qualifying Examination there should be an invariable number of fixed steps which every child shall perforce tread.

In the second place, the child of normal capacity who enters on school life at the age of five should be fit to enter on the work of a Supplementary Course at the age of twelve, and should thus pass two years, or almost two years, in such a course before leaving school.

Now that one *standard* of attainment, and one only, is prescribed in the Code (Article 29), there is no reason whatever why the number of separate stages of work preparatory to that standard should be so uniform as it is. Each school has its own individual conditions of environment, accommodation, equipment, and staff; and these factors ought to affect the classification to a greater extent than they do at present. It is no uncommon experience to find a teacher in a small school struggling with three classes and doing justice to none of them, when he might do really effective work with the same pupils in two classes. Again, one frequently finds two classes, at stages of school life differing only by a year, in the charge of one teacher, who increases the quantity and reduces the quality of his work by holding the groups rigidly apart even where combination would be as easy as it obviously would be proper.

Harm of the tradition of the old "Standards."

It seems a pity that some of the most important School Boards should perpetuate the harmful tradition of six rigidly fixed stages by still referring in their statistics to the "Standards" of Codes now years out of date.

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Hence too much time spent in the Junior Division.

Reference was made in a former Report to the fact that in most schools the rate of advancement in the three years which succeed Infant School life is not so rapid as it ought to be. One is inclined to think that improvement in this respect might be hastened if there were no such definite line of demarcation between the Infant Department and the Junior Division as generally exists. There seems to be no reason why a child should make much slower progress between seven and nine than between five and seven; but it is certain that this is usually the case.

Improvement as to "promotion."

As regards promotion, however, some improvement is to be noted. In well-organized schools the capable child no longer requires to spend an entire year in one class if he is fit to be promoted to a higher. But, as yet, there seems to be no diminution of the difficulty arising from the fact that children are sent to school at irregular intervals. It should not be beyond the power of managers to arrange that new pupils should be sent to school at certain fixed dates, and at those dates only.

And in presentation for the "Qualifying Examination."

With regard to the Qualifying Examination it is gratifying to be able to report that the unanimous testimony of my colleagues is to the effect that headmasters have, as a rule, exercised due care in the selection of pupils for presentation. These pupils were invariably subjected to a thorough examination, both orally and in writing, and in practically every case they justified their selection.

In schools which have Supplementary Courses it is natural to expect the selection to be nearly perfect, for in these schools the headmaster knows from experience just the type of pupil who is sufficiently developed to enter on such work. One particular difficulty is, perhaps, worthy of special note—the case of the child who is an absolute "dunce" at some particular subject, such as Spelling or Arithmetic, but who is otherwise intelligent and mature. It seems both unfair and irrational to stop such a child on the threshold. Spelling is not everything, and many an educated man has forgotten, or perhaps never quite understood, how to "reduce square yards to roods."

The work of examination was often materially simplified by the opportunity given to the Inspector of seeing the work which had been done by the pupil from day to day. This was possible only in those schools—as yet too few—in which slates have been superseded by some more suitable apparatus.

Too few pupils pass on to Supplementary Courses.

The percentage of pupils who pass on to the Supplementary Courses is still far from what it might be. I find that, in the session 1904–05, from the schools under the Edinburgh School Board 1136 children left at the age of fourteen without having passed the Qualifying Examination. Of these, 647 left from classes below what corresponds to Standard V., and 69 from the Junior Division. While careful estimate leads to the conclusion that in ideal conditions 11 per cent. of the pupils on the roll should each year reach the Qualifying Stage, the percentage

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actually attaining this stage during the past session was in Edinburgh 6·3; in Leith, 5·4; and in Glasgow, 4·7. And with regard to Perth Mr. Clark says in his report:—

"Statistics show that in schools generally the proportion of pupils who pass the Qualifying Examination and receive the benefits of a full year's instruction in the Supplementary Course is not nearly what might be expected from the total roll. To take a concrete instance, in the course of the year, 265 pupils were presented at the Qualifying Examination from Perth (Burgh) schools, or 6 per cent. of the roll. Of these, nearly 50 per cent. will be fourteen years of age before they have completed a year in a Supplementary Course."

To this somewhat unsatisfactory state of things several causes contribute. Late entry into school is one of these; irregularity of attendance another; frequent change of school a third. There must always remain a small proportion of children whose progress will be retarded by physical causes. While all these factors are undoubtedly powerful, it is still possible that a good deal might be done through the improvement of organization and classification. In at least one school in the Edinburgh district a separate class has been formed of those children who, were no special means adopted, would not reach the Qualifying Stage at all. A skilful teacher has been put in charge of this class, and the pupils, after receiving special attention for a period which varies with the individual, are able to join the classes in which others of their own age are found. This method is of course an expensive one, as the class must be very small, and the teacher highly qualified; but the end thoroughly justifies the means.

Causes of this.

A remedy.

On the whole, to secure that the number of pupils who spend at least one full year in a Supplementary Class shall approach as nearly as possible to the hitherto unattained normal is now, and must be for some years to come, a matter calling for serious consideration and for united effort among all who have the cause of Primary Education at heart.

Towards the attainment of this I make, in concluding this section of my report, the following definite suggestion, to which I would specially invite the attention of managers and teachers. It is, that they should rid themselves entirely of the trammels of the old three-year "Standard" organization of the Junior Division, and arrange the classification of the School so that the pupil may cover this Junior Division stage, not in three years, but in two. By such reorganization a whole year of the children's school life will be saved; and it is needless to do more than merely point out how much this will help towards making the valuable work of the Supplementary Course a more fully realized and a more effective portion of the Primary School curriculum. And that this reform is quite practicable, there is not the slightest doubt. The old Standards were, most unfortunately, fixed solely with reference to Arithmetic. Yet I have found every teacher to whom I have put the point quite ready to admit that a child who had gone through a good Infant Department might be safely passed on into Standard II., or could

Suggestion on reform of organization and classification in the Junior Division.

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at any rate quite well overtake *in Arithmetic* the work of the first three Standards in two years instead of three. In one, at least, of the Edinburgh schools it has latterly been the practice to promote a whole class from the Infant Division to "Standard II." and another from "Standard I.," to "Standard III."; and in a Leith school I recently found not only the regular adoption o the same practice, but even the promotion of a class of the brightest pupils from the Infant Department (one of the best I ever saw, it is only fair to say) direct to Standard III. Nevertheless, in spite of the absolute freedom now encouraged as to gradation of the stages in the teaching of Arithmetic, to the ordinary teacher or manager these three "Standards" still mean three *years*; and so the matter rests in all but the as yet exceptional schools where those in authority really think out for themselves the problem of what curriculum and what classification are best fitted, in all the circumstances of each school, to secure the due progress of every pupil.

It is, of course, for the sake of the scholars and in the interests of educational efficiency that I urge this much needed and quite practicable reform of the customary organization. But the adoption of it may be expedited if, on a lower plane, School Boards and Managers of Voluntary Schools are reminded of the specially liberal grant allowed under Article 21, and of the consequent increase to their finances that would accrue from their having a much larger proportion of their scholars enrolled in Supplementary Courses.

Supplementary Courses.

My last year's Report discussed at considerable length the general principles underlying the successful management of Supplementary Courses. The consensus of opinion expressed by my colleagues of the Southern Division in the reports which they have furnished this year is that, for the most part, these principles have received careful consideration at the hands of those who are responsible for the conduct of such Courses. I shall now endeavour, summarizing the reports of my colleagues, to give an account of what is actually being done in the different Districts of the Southern Division.

Degree of success.

Of the work of these Courses in general it is most gratifying to be able to speak in terms of hearty praise. The aim of Supplementary Course work seems to have been more fully realized than was the case last year, and in many instances it is happily true that, as Mr. Millar remarks, "a good pupil of a good Supplementary Class has been put on the way to become an intelligent, well-informed citizen."

The quality of the work varies, of course, a good deal according to the type of school, but it is interesting to note that some of the best work is to be found in quite small rural schools.

Difficulties.

While the teachers have taken up the work with much spirit, School Boards have not always been equally awake to their responsibilities. As Mr. King says—"The idea is a new

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one, and some of the Boards want a year or two to think about it. Others would be willing to allow a class to be started, if they could be quite sure that it would bring no additional burden on the rates."

Another difficulty, and one which specially affects country schools, is that in very many cases the children are nearly fourteen before they are qualified to enter a Course. So long as this continues, these Courses cannot flourish.

Possible improvements.

The directions in which improvement is both desirable and possible are clearly enough defined. In the first place, the methods adopted are not always those which tend to give the fullest possible scope to individual initiative and independent work on the part of the pupil. This is most evident in schools where the classes are large. On this Mr. Clark remarks:—

"The pupils might be more grouped, and the several groups be treated as units with separate lines of investigation to follow. Experience will suggest many means of doing this."

In the second place, the requirements of Schedule V. are nearly always much more fully carried out than those of Schedule VI. This defect is especially noticeable in schools which profess a Commercial Course.

English.

There is complete agreement on the part of my colleagues as to the very great value of the work which has been done in English. On this point Mr. Millar says:—

"In the best of these Courses a wide range of reading is covered at school and at home. It goes without saying that most of the reading is done silently with pencil, note-book, and books of reference at hand, under the supervision and management of the teacher, the work being tested by oral and written composition exercises."

As a rule, the pupils make acquaintance with several of the literary classics; but this is not all. To quote again from Mr. Millar:—

Use of newspapers.

"In several of the schools the weekly edition of the "Times" is used for newspaper study, and it would be difficult to conceive of an instrument better fitted for the purpose in view. In some schools again, the pupils make for themselves books of newspaper cuttings, noting in pencil the points which they have had to look up in their books of reference. Some of these books show a remarkable power of discriminating the really important and interesting from the trivial. If the Supplementary Courses did no more than teach the pupils to know a good newspaper from an indifferent one, and to take an intelligent interest in those parts of a newspaper which deal with matters of more than local and ephemeral interest, they would still be giving them a very useful equipment."

Over-teaching.

In too many cases, pupils in Supplementary classes are over-taught. Some teachers have not yet sufficiently realized that learning and being taught are not by any means one and the same thing; nor have they come to recognize that a class of pupils, each earnestly and silently working at his own particular task, may, after all, be learning far more than the best teacher could possibly teach them in a much longer time. Mr. Clark refers to this in connection with Reading, and adds:—

"There is still a danger of being too prescriptive, and of making the Home Reading too much of a task. The pupil should be allowed considerable latitude in the choice of book. The cultivation of the habit of browsing at will is highly desirable, and the practice which obtains in some schools of allowing freedom of selection from a lengthy list of books is one to be commended."

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Schedule VI. Of the courses outlined in Schedule VI., the Commercial Course is the least satisfactory, probably because it is the least distinctive. In too many cases it has a strong savour of the old curriculum for Ex-VI. pupils, with too little of the really practical in it. More useful and interesting work is generally to be found in the Industrial Course, with Woodwork, and in the Household Management Course for Girls.

Rural Course. Where the teacher is adequately competent, the Rural Course is most valuable; but only a few of the teachers as yet possess the necessary qualifications for making such a course a success. Dr. Dunn, speaking of the Fife district, reports:—

"In some cases, as at Gateside and Flisk schools, the children have garden-plots assigned to them, careful observations of vegetable growth are made, and a considerable knowledge of the natural orders of plants is being acquired. Pollination of plants is almost always carefully explained and illustrated. Knowledge of soils and rocks is generally defective. Land measurement is usually applied to the playground or an adjoining field placed at the teacher's disposal by the proprietor."

Composite courses. In the Perthshire district most of the courses combine parts of the Rural with parts of the Commercial Course. Mr. Clark, while he is of opinion that much in the way of training the children's powers of observation and of reasoning has been accomplished by the Rural Course, is not so clear as to the value of much of the Book-keeping and Commercial work. He says:—"There is a tendency to over-ambition. Time might be saved for practice which would secure greater expertness in Arithmetic and speed in Handwriting."

Geometry. Geometry forms part of almost all the courses, but many teachers appear to find great difficulty in teaching the subject on modern lines without sacrificing the theoretical aspect to the purely mechanical.

Household Management. While Household Management forms part of many courses, it is apt to be inadequately taught owing to the difficulty of bringing the girls into direct contact with domestic operations. Dr. Dunn remarks:—"In some cases, the teacher's wife has taken the girls into her own house—and has been rewarded by the allegation or insinuation that she is getting her cleaning, etc., done for her."

Concentration. In several districts an endeavour has been made in the case of town schools to concentrate the qualified pupils as much as possible. This has been done in Hawick, Galashiels, and Perth. Mr. Clark gives the following interesting details concerning the Perth centre:—

"In Perth, all the pupils who pass the Qualifying Examination are centralised in Caledonian Road Public School—an arrangement which has met with the success I anticipated. As the result of carefully devised schemes, able supervision and effective handling of the classes, the full advantages of the Industrial, Commercial, and Household Management courses are secured. Each of these courses is conducted in its entirety on the lines laid down in Schedule VI. Of 222 pupils who were enrolled, 76 boys followed the Industrial course, 91 pupils the Commercial Course, and 55 girls the Household Management Course. Statistics as to age point to the formation of second year's classes in all the Courses."

Pupils' individual Records of Work. The real value of the individual Records of Work to be kept by the pupils (Article 29, II.) has not yet been clearly enough recognized by the majority of teachers. I cannot do better than quote what Mr. Clark says on this important subject:—

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"It is important that the information obtained should be set forth in well-digested and orderly form. In several schools this has not been realised. As in all the divisions of a school, so in the Supplementary Course, the Record-Books ought to form a ready index to the instruction. They are often scrappy in content and careless in penmanship. As such, they are worse than useless to the pupil; for not only does he miss the training in keeping a full informative record, an exercise valuable in itself, but he loses the discipline of a careful habit. A well-kept Record ought to indicate in clear, concise form not only what the pupil has done, but how he has done it. It is the latter aspect of the Record that is so often conspicuous by its absence.

General report.

In one highly important aspect the effect of these Courses has been of immense benefit. Since their advent one has observed with much pleasure the development of a new type of pupil. The atmosphere which prevails in a good Supplementary Course is somehow different from what is found in the other Divisions of the school. Greater freedom is allowed to the individual, and the pupil is made to feel that he is now making a real preparation for the life which lies beyond school—but at last within appreciable distance. Maturity of judgment and reliance on personal effort are possible to the Supplementary pupil in a greater degree than to the pupil in a Secondary School; and from this point of view Supplementary Courses, well conducted, form an excellent coping-stone to the sub-structure of elementary instruction which it has been the work of the previous school years to erect.

Higher Grade Schools (or Departments).

Number of Higher Grade Schools.

The number of Higher Grade Schools (or Departments) in the Southern Division is 29; of which number, 5 have been added to the list during the past session. These 29 schools are geographically distributed as follows:—In the county of Edinburgh there are 14 (6 in the city of Edinburgh, 2 in Leith, 4 in the smaller burghs, and 2 in villages); in the county of Fife, 6; in the counties of Clackmannan, Linlithgow, and Perth, 2 each; and in the counties of Haddington, Roxburgh, and Stirling, 1 each.

The latest addition to the list—Edinburgh, St. Thomas of Aquin's R.C. H.G.S.—is worthy of special note as providing the only Roman Catholic Higher Grade School in Scotland outside of Lanarkshire. It is for girls only.

The normal curriculum (Art. 138).

All these schools have now, I am glad to report, adopted the normal curriculum indicated in Article 138 of the Code of 1905. Some, it is true, are still working in the third, or second and third years' courses, under their former more complex and less satisfactory organization; but in two years at most the normal curriculum should be in full operation in all the Higher Grade Schools (or Departments) of the Division.

Statistics of roll and classification.

The following Table, which I have drawn up as likely to provide a basis for useful comparison as to attendance and progress in future years, gives complete details as to the number of Ordinary Pupils and of Pupil Teachers who are at present under instruction in these 29 Higher Grade Schools:—

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Southern Division.

Higher Grade Schools (or Departments), 1904-1905.

No.	Name of School.	Ordinary Pupils.										Pupil Teachers.										Grand Totals.
		1st Year.		2nd Year.		3rd Year.		Beyond 3rd Year.		Totals.		1st Year.		2nd Year.		3rd Year.		Beyond 3rd Year.		Totals.		
		B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	
1	Alloa Academy P.	35	44	29	37	13	16	4	4	81	101	–	–	–	–	–	2	9	10	9	12	203
2	Alva Academy P.	33	27	17	12	3	16	1	4	54	59	–	–	–	–	–	–	1	8	1	8	122
3	Bathgate (Town) Academy P.	32	41	20	18	4	8	–	–	56	67	–	–	–	–	–	–	–	–	–	–	132
4	Blairgowrie P.	15	22	9	11	2	7	–	3	26	43	–	–	–	–	–	–	1	8	1	8	78
5	Bo'ness Academy P.	18	33	24	27	12	25	–	–	54	85	–	–	–	–	4	13	–	–	4	13	166
6	Burntisland (Burgh) P.	30	27	9	9	3	14	–	7	42	57	–	–	–	2	–	2	1	1	1	5	105
7	Colinton, Juniper Green, P.	16	23	14	15	–	–	–	–	30	38	–	1	–	–	–	1	–	–	–	2	70
8	Dalkeith King's Park P.	16	15	8	6	1	7	–	–	25	28	–	–	–	–	–	4	–	–	–	4	57
9	Dunbar (Burgh) P.	21	34	6	12	2	5	2	1	31	52	–	–	–	–	–	–	–	3	–	3	86
10	Edinburgh Boroughmuir P.	215	220	178	220	62	128	11	9	466	577	–	–	–	–	–	–	24*	114*	24	114	1,181
11	„ Broughton P.	116	152	66	101	26	49	1	6	209	308	–	–	–	–	–	–	32*	104*	32	104	658
12	„ C.S. Normal Prac.	21	34	8	11	2	10	–	–	31	55	–	–	–	–	–	–	–	–	–	–	86
13	„ James Gillespie's	30	100	12	55	5	49	–	–	47	204	–	–	–	–	–	–	–	–	–	–	251
14	„ St. Thomas of Aquin's R.C.	–	21	–	9	–	11	–	–	–	41	–	9	–	9	–	8	–	–	–	26	67
15	„ U.F.C. Normal and Model	24	25	16	25	6	13	–	1	46	64	–	–	–	–	–	–	–	–	–	–	110
16	Ferryport-on-Craig P.	20	14	18	12	10	10	–	2	48	38	–	–	–	–	–	–	1	2	1	2	89
17	Forgan, Newport P.	20	19	11	9	5	5	–	–	36	33	–	–	–	–	–	–	–	–	–	–	69
18	Grangemouth, Grange P.	23	36	10	20	4	4	–	2	37	62	–	1	–	1	–	4	2	9	2	15	116
19	Jedburgh (Burgh) Grammar P.	16	11	21	14	–	–	–	–	37	25	–	1	–	–	–	1	–	1	–	3	65
20	Lasswade P.	15	26	15	20	3	6	–	–	33	52	–	–	–	–	–	–	–	–	–	–	85
21	Leith Academy P.	98	108	97	88	32	35	8	1	235	227	–	–	–	–	–	–	–	–	–	–	462
22	„ Trinity Academy P	33	36	30	34	17	24	2	1	82	95	–	–	–	–	–	–	–	–	–	–	177
23	Moulin, Pitlochry P.	11	15	7	5	–	1	2	–	20	21	1	2	1	–	–	–	–	2	2	2	45
24	Musselburgh, Grammar P.	13	25	10	11	3	9	1	1	27	46	–	–	–	–	2	11	–	–	2	11	86
25	Newburgh P.	13	9	9	8	4	7	2	2	28	26	–	1	1	–	–	1	1	1	2	3	59
26	Penicuik P.	14	21	22	15	7	5	–	–	43	41	–	–	–	–	–	1	–	–	–	1	85
27	Scoonie, Leven P.	16	12	9	9	1	4	–	–	26	25	–	–	–	–	2	3	–	–	2	3	56
28	Wemyss, Buckhaven P.	10	18	7	7	2	3	1	–	20	28	–	–	–	–	2	5	–	1	2	6	56
29	West Calder P.	17	29	13	20	2	3	3	4	35	56	–	–	–	–	–	–	–	–	–	–	91
	Total	941	1,192	704	840	231	474	38	48	1,914	2,554	1	15	2	12	10	56	72	262	85	345	4,898

* Including Pupil Teachers over 18 years of age.

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Scrutiny of this Table reveals a few facts worthy of particular note at present.

Large proportion of scholars only in First Year of Course.

1. Of the Ordinary Scholars, those in the Second and Third Years and those beyond the Third, all taken together, form little more than one-half (52·1 per cent.) of the total number; and the number in the Third Year is less than one-half (45·7) of the number in the Second Year, and barely one-third (33·1) of the number in the First Year. I have not been able to compile corresponding statistics for last year: but I know that, were they available, they would give still more striking evidence of what is as yet one of the gravest weaknesses of our Higher Grade Schools; namely, that there are admitted to these schools large numbers of pupils who have no serious intention or desire to pursue a course of higher instruction, and that, consequently, there is a deplorable depletion of the roll in each successive year of the Higher Grade Course. This matter has been pressed upon the attention of School Boards during the past session, and I am hopeful that the statistics of future years will show a steady, though, it may be, but gradual increase in the number of pupils who give evidence of their intention of pursuing the Higher Grade Course until they reach its indicated normal goal, the gaining of the Intermediate Certificate.

Excess of girls over boys among Higher Grade pupils.

2. In contrast to what is the case, as a rule, in the Elementary stages, the girls are in a decided majority in the Higher Grade Schools. Among the Ordinary Scholars the proportion of girls to boys is rather more than 14 to 11 (57·2 to 42·8 per cent). That this excess of the number of girls over the number of boys in attendance at Higher Grade Schools will tend to increase—especially in the more advanced years of the course—is, I think, highly probable; for there are, in most localities, many more inducements to boys than to girls to leave school at the age of 15 or 16, and a much larger proportion of the boys than of the girls are likely on reaching the goal of the normal course to pass on to the definitely Secondary Schools in preparation for the professions. Hence I should like to see on the part of School Boards who have charge of Higher Grade Schools greater readiness to recognize the need that there is, or very soon will be, for the provision of distinctive courses of Post-Intermediate instruction specially designed to prepare the girls of these schools for their future duties as mothers of families and managers of households. As yet we are badly off in Scotland for schools of this type.

Consequent need of Post-Intermediate Courses specially for girls.

Large excess of girls over boys among the Pupil Teachers.

3. The columns above that refer to Pupil Teachers present some points of very special interest. While among the Ordinary Scholars the girls outnumber the boys only in the proportion of about 14 to 11, there are of the Pupil Teachers rather more than four times as many girls as boys. Doubtless, many of the girls among the ordinary scholars look forward to becoming teachers, either through apprenticeship or otherwise; but yet it is to be noted, in connection with what I have just been urging in the

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preceding paragraph, that of the total number of 2899 girls only 345—or only about one-eighth—are Pupil Teachers.

There is an obvious relation between the great excess of girl Pupil Teachers over boy Pupil Teachers and the great disproportion of the sexes in the staffing of our Elementary Schools. It is to be hoped, however, that, as the demand for special teachers for Higher Grade work increases and as, perhaps, trained teachers come to be more in request for Secondary Schools, the balance between the sexes in the teaching profession will be somewhat readjusted.

Growing decrease in number of junior apprentices.

It is very noteworthy that out of 430 Pupil Teachers in all in the above table only 30 are to be found in the first two years, and that more than three-fourths (77·7 per cent.) of the whole are "beyond the third year" of the normal Higher Grade curriculum. This points to two conclusions: first, that the engagement of apprentices under sixteen years of age has, at least under School Boards in towns, been almost completely given up; and, secondly, that there has been within recent years a very marked advance both in the educational attainments and in the average age of our Pupil Teachers. Of those as to whom the above table gives record many must, on being apprenticed, have been ready to enter upon the work of the third year of the Higher Grade Course. No fewer than 334 are beyond the third year; and of these a large proportion are already, as specified in the returns, "over eighteen years of age," and had completed a three years' Higher Grade Course before entering upon their two years' apprenticeship.

Pupil Teachers.

Nine of the schools in the above table serve as centres for the instruction of the Pupil Teachers of their districts. Except where—as in the two large Higher Grade Public Schools in Edinburgh—the organization and staffing are such as to form the classes attended by the Pupil Teachers into a practically separate and self-contained department, these "Central Classes" for Pupil Teachers inevitably, owing to their special conditions of attendance and work, introduce very undesirable complications into the organization and working of a normal Higher Grade School. This consideration, combined with what I have just noted as to the age and advancement of Pupil Teachers nowadays, seems to point to the fact that the time is now ripe for deferring any practical training of apprentices to the teaching profession until after they have attained the standard of the Intermediate Certificate, and for dealing with this training as, along with their further education, a particular type of specialization in a Post-Intermediate Course. But in view of Your Lordships' Minute of 30th January, 1905, which will doubtless bring about a complete reconsideration of the arrangements for the training of apprentices, as well as of those for the training of adult teachers, I need not enter further into this matter here.

Special circumstances of this Division this year.

As I mentioned in my General Report of last year on this Division, my predecessor, Dr. Stewart, had, owing to his long illness, been unable to take direct personal charge of the Higher

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Grade instruction throughout the Division. In consequence, my own work this year in connection with the Higher Grade Schools of this Division has in all its main features been simply a repetition of the corresponding work that I had to do in the Western Division last year—with this difference, that, owing to my other official duties, I have had less time here to devote to the personal inspection of the Higher Grade Schools. I have to thank all my colleagues in charge of Districts for the great amount of valuable help which they have so readily given in connection with the inspection of these schools, as well as for the reports upon them which they have kindly furnished.

General condition of Higher Grade work in the Division.

Throughout the Higher Grade Schools of the Division much earnest, able, and efficient work is being done in the field of higher instruction. The teachers generally are competent and keenly earnest in the discharge of their duties; and everywhere I have found the managers most zealous for the promotion of higher education, and anxious for guidance and ready to adopt advice as to the best methods for securing this.

Still at an initiatory and tentative stage.

Yet the Higher Grade work as a whole is still in its initiatory and tentative stage. In too many cases—though, I am glad to say, to a steadily decreasing extent—there is still lack of clearly conceived aim, of properly defined and duly limited curriculum, of sufficiency of special staff, and of wise local co-ordination of existing schools. To enter into any discussion of these points would be merely to repeat what I wrote upon them in full detail in my last year's General Report on the Western Division. I beg, therefore, here, with Your Lordships' permission, simply to direct the attention of all who are concerned in the Higher Grade Schools of the Southern Division to the relative section of that report.

Reference to last year's General Report on the Western Division.

As a conclusion to this section of my present report I quote here Dr. Macnair's report upon the Science and Art work in the Higher Grade Schools of the Division:—

Science. Laboratories

"All the Higher Grade Schools now have laboratories, in most cases adapted for work in either Chemistry or Physics. Some of those recently built are very well equipped and suitable for their purpose. The laboratories at Bo'ness, Juniper Green, Penicuik and West Calder may be mentioned as particularly good specimens of their kind. In a few cases (*e.g.*, Jedburgh and Buckhaven) the laboratories are mere makeshifts which should be superseded as quickly as possible by better arrangements. The supply of apparatus is generally less liberal than it should be, and there is a pretty common tendency to economise by allowing three or even four pupils to work together with only a single set of apparatus. To do this is to give up much of the value of a training in Elementary Science, which ought constantly to throw the pupil on his own resources both in preparing his experiments and in observing the results.

Apparatus.

Curriculum and work.

"In nearly all the schools the Science curriculum of the first two years follows pretty closely the lines of Circular 234, and, as a rule, the teacher is also the teacher of Mathematics. This arrangement is a very good one, for much of the work of the first year's Science course can be brought into very close connection with that in Mathematics and almost every experiment can be made the basis of interesting problems in Arithmetic and Algebra. Speaking generally, the work is well done, though there is still much room for improvement. There is still much waste of time and effort due to two causes—want of experience of similar work on the part of the teachers and want of time for rehearsing experiments and preparing apparatus.

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Staffing. "The latter source of inefficiency is due to the fact that nearly all the Higher Grade Schools are seriously understaffed. The official requirement of one teacher for every thirty pupils does not seem to take account of the fact that in Science only about eighteen pupils can be taught together; while the third year classes in all subjects are as a rule very small. Further the Head Master appears to be generally counted as one of the staff, regardless of the fact that his time should be largely occupied in supervision—even when he has not got a large elementary school to look after in addition to the Higher Grade school.

Training of teachers. "As to the other cause I have mentioned—want of experience on the part of the teachers—this will, in the nature of things, tend to be removed in time. Something has also been done by the excellent Summer Courses conducted at the Glasgow Technical College to help teachers by giving them a training in experimental work under highly qualified experts. It says much for the enthusiasm of the teachers that a considerable number from this Division sacrificed a large portion of their holidays in order to attend these classes at their own expense. Next year I hope to see a still larger number, and I hope that School Boards will not hesitate to encourage their attendance by giving extension of holidays when necessary.

Drawing. "The teaching of drawing in the Higher Grade Schools is generally on good lines though there are great variations in the merit of the work, and most teachers are inclined to give too much help and leave too little to the observation of the pupils. Most of the work is done with the pencil; but the use of the brush and of colours is gaining ground, and the interest aroused by the attempt at further representation is found to react beneficially on the whole of the work.

Provision of materials. "It is unfortunate that in many schools the provision of materials is left to the pupils, with the result that unsuitable colour boxes are bought and the work suffers in consequence.

Object drawing. "Object drawing shows a great advance on the work of a few years ago, both in accuracy and in rapidity, while there has also been a great advance in the variety of objects chosen for representation. It is worth while to point out, however, that kitchen utensils are not the only suitable subjects for use in the drawing lesson, and that wherever possible the objects used should be beautiful as well as useful.

Free-arm drawing. "Free-arm drawing might with advantage be practised more generally than it is."

I present as Appendices the following special papers:—

I. Précis of "Report on Physical Training in Schools," by Captain Foster, Inspector of Physical Training.

II. "Report on Instruction in Cookery and Laundry Work in the Schools of the Southern Division," by Miss Crawford, Inspectress of Cookery, etc.

In bringing my report to a close I beg leave to express my warm thanks for the valuable help in the preparation of it which has been given to me by Mr. Crombie and Mr. Robb, Sub-Inspectors in the Edinburgh District.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

A. E. Scougal.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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APPENDIX No. 1.

PRÉCIS OF

REPORT ON PHYSICAL TRAINING IN SCHOOLS,

by CAPTAIN FOSTER, Inspector of Physical Training.

Captain Foster has furnished a comprehensive and exhaustive report on this important aspect of educational work. It is a source of much regret that, owing to considerations of space, the report cannot be printed in full, but the following extracts may serve to indicate the main points requiring consideration.

"The impression is undoubtedly growing in the teaching profession that much more use can be made of Physical Exercises in the future to assist Mental Studies, and that better results will be attained, without the same wear and tear to Pupils and Teachers, by more careful attention to the physical needs of children during school life.

"Fears are now often expressed to me that the true balance between the time devoted to Mental Studies and to Physical Exercises has not yet been attained. There can be no doubt that the time devoted to a well-considered system of Physical Training would not be time subtracted from Mental Studies, but time added.

ELEMENTARY SCHOOLS.

"The teachers appear to be very pleased that a general handbook—'The Syllabus of Physical Training for use in Public Elementary Schools'—has been issued by the Department and is being adopted by School Managers. The 'Syllabus' lays down a system which, though not ideal, is vastly better than no system. In the light of experience, it may be possible to amend and improve the 'Syllabus.'

"Under various Boards, different arrangements are made for the Physical Training of children. The systems may be classed as :—

"(*a*). Visiting Drill Instructors carry out the whole of the exercises, except in the Infant Departments and Junior Divisions, the teachers taking no part in the Physical Training of their classes.

"(*b*). Visiting Drill Instructors carry out part of the exercises, the teachers taking their share.

"(*c*). The Staff of the schools carry out the whole Physical Training without assistance.

"(*d*). Some School Boards have a combination of (*a*), (*b*), and (*c*).

"In the past, none of these systems can be said to have worked satisfactorily.

"Where the work has been done by Visiting Instructors, the classes were often very large, so that all might receive some period of exercise, to meet the requirements of the Code. The lessons had to be hurried through, boys and girls of all ages of the Senior Division receiving similar movements and in equal quantities. The Visiting Instructors in some cases were not satisfactory and their methods were unsuited for school purposes. At some schools the Visiting Instructors gave the boys what was called 'Military Drill,' consisting principally of the 'Formation of Fours' and marching in different formations about the school yard. The heavy stamping of the children's feet appeared to be a great desideratum, and drill so performed is utterly worthless for either military purposes or physical development. The time could be better spent in performing

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systematic and scientific free standing movements to secure harmonious development of the whole body and vital organs, to overcome the bad effects of the confinement in school and the tendency to stoop, and to gain that briskness and good carriage which are so lacking with many school children.

"In schools where the teachers take part or all of the Physical Exercises, their own training in the subject was not sufficient to enable them to carry out the lessons with the greatest benefit to the pupils. Arm exercises occupied far too important a place in most lessons. I am sure that lack of attention to good carriage and correct position accounts for the disappointing results of the School Physical Training, many of the older classes seen having worse figures and carriage than the younger classes.

"There appears to be a general idea that country school children do not require the same amount of Physical training or attention as town school children. Many have to walk considerable distances to school and the older children assisting in farm work, etc., are thought to get ample physical exercise. After visiting a number of purely country schools, I am impressed with the conviction that systematic and scientific Physical Training is most urgently needed by all such children. Much of the physical work they do tends to misshape their frames and to produce one-sided development. Though generally the children have a very healthy appearance and excellent physique in respect of size and bone, there are far too many bad figures; they are lacking in alertness, and awkward in gait and carriage. All these defects could be overcome by suitable and corrective exercises properly applied, and their future good health confirmed by the correct shaping of their young bodies.

Time Devoted to Physical Exercises.

"This varies considerably, even in schools under the same Board. In some schools no time is allowed for the physical training of the highest and Supplementary classes. One half hour per week given in one lesson is certainly quite inadequate. It should be quite possible, with proper management, to devote one to one and a half hours per week to Physical Training. There should be a general system in all schools of taking a few minutes' exercise between lessons. The recreative short periods would always afford an excellent opportunity to throw open doors and windows, where ventilation is by these, and to air the class-room without inconvenience or danger of catching cold.

Suitable Clothing during Exercise.

"I think it most important that the boys of all classes should be encouraged to remove their coats, waistcoats, and collars during Physical Exercises. Besides the danger of chills and the personal discomfort, free movement is impeded, and the clothes may be severely strained. The pupils would possibly pay more attention to the cleanliness and tidiness of their underclothing if they knew they would have to remove coats, etc. It is also most essential that gymnastic shoes should be worn. They can be so cheaply purchased that in all schools where the parents are fairly well to do, the pupils could be asked to provide themselves with them. In poor localities, the shoes might be provided from the proceeds of concerts, etc. Girls should be encouraged to provide themselves with simple gymnastic costume, which could be worn for school work.

Swimming and Washing.

"Certain School Boards have made very ample provision in their schools for bathing and swimming for the pupils. Other School Boards have not made these arrangements, and do not make use of the existing Public Baths. Where Swimming Baths exist, within reasonable distance of Public Elementary Schools, it seems most important that facilities should be given for the pupils to make use of them. The present arrangements, or want of arrangements, between Municipal Authorities and School Boards are not satisfactory. In Physical Training, Swimming may be regarded as one of the best exercises, and it helps to inculcate habits of cleanliness. I am sure that the provision of baths for schools situated in bad neighbourhoods would be attended with most beneficial results. It seems most important that children from filthy and degraded homes

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should be given the opportunity of learning habits of cleanliness and decency under comfortable conditions. It seems a pity to place baths in dark and dismal corners, where the washing and cleansing have to be done under the most cheerless and penitential conditions, hardly tending to increase the child's love of soap, water, and air. I would strongly urge the ample provision of warm water.

School Games.

"When the Physical Training is put on a higher footing in schools, games may receive due attention as forming part of the scheme, and Teachers may take more interest in them. School games and physical training may be regarded as complementary. With proper organisation, I am sure much more use could be made of the public parks and private grounds I would very strongly advocate that each Public Elementary School should be allowed one day towards the end of the summer session for school sports. These would be entirely for the school itself, and quite apart from the inter-school games and competitions which at present exist. The various events would be so arranged that all would have their chance, both the strong and the weak, the deformed and the timid. In slum schools, it seems particularly important that games should receive special attention. They may help later to keep both boys and girls out of mischief, by giving them healthy recreation and interest.

School Gymnasiums.

"The newer schools have been provided generally with excellent central halls and gymnasiums, where the Physical Training of the pupils can be carried out under the most favourable and cheerful conditions, independently of the weather. Many of the older schools are much handicapped by their want of both halls and gymnasiums. The Physical Exercises are conducted either in the classrooms or in the playground, and the disadvantages are obvious.

"The present school gymnasiums are fitted often with unsuitable and cumbersome apparatus, more suitable for military gymnasiums than for school training purposes. The floor space is broken up and limited by fixed ladders, parallel bars, etc., and an undue amount of dust is generally present owing to the structure of the mattresses. I would strongly urge that Swedish apparatus should be gradually introduced into existing drill halls and gymnasiums, these fittings all being of a moveable nature, eaving the floor space entirely clear when they are not in use.

Feeding of School Children.

"Under most Town School Boards, a small proportion of the children are underfed, especially during the winter months. Many of these are provided for by the efforts of private societies and charitable people. In the larger cities the Municipal Authorities issue a number of dinner tickets. Where these tickets are issued, the children usually obtain their meal or dinner at some eating-house in the neighbourhood. This does not seem a very satisfactory arrangement, as no real check can be kept on the quality of the food supplied. Where arrangements are made to provide a mid-day meal at the school itself, I am sure the children get a far more wholesome and nutritive meal, and take it with some attention to the decencies of life. In winter in some country districts headmasters have started soup kitchens with most beneficial results.

"I attach great importance to breakfast for underfed or starving children. Cocoa and bread or porridge would give them the nourishment they want to enable them to derive benefit from their morning's work in school, when the greatest mental effort is demanded of them. The preparation and distribution of the meal would not entail much extra work. This may not be quite in accordance with medical opinion, which attaches more importance to a dinner meal, but, from an educational point of view, two fair meals seem to me much better than one full meal. Meals should not be free. It is rare to find a child who cannot get from its parents the few pence required during the week.

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Record of Physical Measurements.

"Now that more systematic attention is being given to the physical needs of the young in all State-aided schools, would it not be a good thing to start some simple records of physical measurements and other facts regarding the pupils attending these schools? The records might be made annually, and give the age, height, weight, and a few other particulars regarding each child. Such a form could easily be completed by the class teacher. If the work was divided over the year, it would not interfere with the ordinary work, or be an undue burden. The records would be of great national interest and importance. Any improvement or deterioration of any section of the population would be readily detected if the statistics were kept throughout the country according to a uniform system which would allow of tabulation and comparison. Besides, the record would be a check on the present system of physical exercises carried out in schools. The Glasgow School Board have already commenced such records.

Medical Inspection.

"No system of medical inspection exists at present in public elementary schools in Scotland. Partial medical inspections have been made in selected schools in various towns.

"My impression is that if any medical inspection is attempted by School Boards, it should certainly commence with the children attending slum schools. Children attending schools in more fortunate neighbourhoods receive generally some attention as regards their health and cleanliness, and live under much more favourable conditions. Their needs are not so urgent as those of children from the poorest quarters of large cities. A large proportion of the parents of these unfortunate girls and boys practically disregard their duties, and are entirely indifferent to the well-being of their families.

The Physical Training of Pupil Teachers.

"Some general system is required for the physical training of pupil teachers, and for their instruction in the principles of educational bodily exercises. At present, under some boards, pupil teachers do not get any physical exercises, or the attendance has been made voluntary, with disappointing results. These unsatisfactory arrangements are accounted for by pressure of work in other subjects. From their appearance it would seem that the pupil teachers themselves often neglect to take exercise, and possibly regard it as a waste of time which might be spent in mental study. This disregard of the rules of health, and this lack of attention to the cultivation of physical energy and fitness are undoubtedly most prejudicial both to bodily well-being and to sound intellectual progress. They cannot be regarded as good preparation either for their course as students at training centres or for their future work in schools.

"I should strongly advise the pupil teachers not to attempt violent or long continued exercise during hard mental work. Moderate corrective exercises are what they require. They should be taught limits to be observed in physical exercise in order that it may be useful and not harmful to cerebral activity. In a word, during a most critical age, pupil teachers often strive to study under the worst conditions for intellectual work, bodily health, and growth.

"The physical exercises which I have observed were conducted on the same lines as those for school children, and were hardly of a nature to be very useful or beneficial to future teachers. By the time girls and boys reach the age to become pupil teachers, they should have mastered the usual school exercises, and be ready to receive instruction in the principles underlying the various movements, the special purpose of each series of exercises, and how each of these prepares the body for the next. They should at the same time get a general idea of the proper grading of exercises in a lesson suitable to the average age and physical powers of a class. The methods of progression from the simple to the complex, from the easy to the severe, should be explained and illustrated to them. If such a course were followed, the pupil teachers would derive much more benefit from the lectures on Child Study, Hygiene, and Physiology, given them at the Training Colleges.

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Higher Class Schools.

"The conditions in these schools are quite different from those of elementary schools. In such schools it seems certain that the physical training will always have to be carried out by special instructors. It appears desirable that the subject should be put gradually on a higher and more scientific footing, that the future instructors should have more special training, and that Swedish apparatus might be introduced to allow of greater variety of movements and to make it possible to make greater use of corrective exercises for special cases.

"With regard to the lessons seen during my visits, the exercises given to different classes did not seem to be very suitably graded, especially those for the junior pupils, and would not ensure even development of the whole body. Muscular development appeared to be the chief object in view. The very gradual and careful process of building up and shaping the young bodies, securing sound health, well-shaped chests, and straight spines, appeared to be rather lost sight of. Want of attention to correct starting positions was very noticeable. The physical training in these schools cannot be said yet to be systematic or scientific. It does not meet the requirements of those weak, backward, and delicate children who are most in need of it, and who are unable or disinclined to take an active part in the games and amusements of their more vigorous companions. At some boys' schools it seemed to be rather the fashion to adopt a slouching walk and general bad carriage.

Dunfermline Physical Training College.

"It is to be hoped that in the next few years the Dunfermline Physical Training College will turn out a supply of thoroughly trained instructors available for all schools. Although the staff of the Carnegie Gymnasium have supervised and partly conducted the physical training of Dunfermline public school children only a few months, and the time allowed each week is extremely limited, the results are already very striking, and show what thoroughly scientific and properly graded physical exercises can do for the young. The class of teachers from Dunfermline schools who attended the 91 (*d*) class at the Carnegie Gymnasium during the first half of this year, attained a far higher standard than any other that I have seen since I commenced work in Scotland.

Conclusion and Suggestions.

"My main impression is that the physical training in all schools cannot be satisfactory until the subject is put on a higher and more systematic and scientific footing. To this end I would suggest:—

"(i.) That the larger school boards should engage the services of specially trained experts, as vacancies occur in their present staff of visiting instructors. Undoubtedly some of the present instructors are unsatisfactory and unsuited for physical school training.

"(ii.) That in cases where no instructors are at present engaged, these special experts should be engaged at once.

"(iii.) That in country districts several small boards should combine, as the managers of the Roman Catholic schools have done, to engage an expert.

"(iv.) That pupil teachers should receive special attention and instruction from these experts.

"(v.) That physical training should be considered as part of ordinary education; and that teachers should take an active part in the training of their classes, assisted by the experts engaged by the managers.

"(vi.) That greater use should be made during the school day of recreative exercises and more attention be paid to ventilation.

"(vii.) That in infant and junior departments great attention should be paid to correct fundamental or starting positions."

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APPENDIX No. 2.

Report on INSTRUCTION IN COOKERY AND LAUNDRY WORK in the Schools of the Southern Division, by MISS CRAWFORD, Inspectress of Cookery, etc.

Slow but steady progress has been made throughout this Division as regards Cookery and Laundry Work.

Edinburgh. In Edinburgh district Cookery is taught in nearly all the elementary schools and in many of the higher grade schools. Laundry work, however, progresses very slowly, and the number of schools in which this subject is included in the domestic course is abnormally small.

Housewifery Housewifery has been introduced into many of the city schools, and much excellent work has been done in this connection. In many cases, however, this subject is taught in the Cookery class-room, and often the results are disappointing to teachers and pupils alike. Neither subject can ever be satisfactorily or successfully taught until the board sees its way to provide suitable accommodation and equipment.

Cooking by gas. Cooking by gas, instead of the open fire or range, is still too common in this district, especially in schools in the poorer parts of the city. The pupils scarcely know what a range means, and cooking is made so easy for them, and so totally unlike anything they can ever carry out in their own homes, that in a large measure much of the instruction goes for nothing.

Fife. In Fife district some excellent cookery and laundry class-rooms have been and are being erected. The work here has advanced very rapidly, and hardly a village school remains unprovided for in this respect.

County Council Classes. The county council has established classes in almost every nook of the county, and school children and adults alike share the privileges. Many of these classes are in the meantime conducted in the village hall, often under rather uninviting conditions and great disadvantages, yet in many respects similar to the inconveniences experienced in the homes of many of the pupils. Much satisfactory work has been accomplished, and it was often a matter of surprise and encouragement to note the change effected in the pupils, not only in the manipulation of materials and accuracy in weighing, but also in their improved appearance as regards cleanliness, dress, and general bearing.

Stirling. In Stirling district I am pleased to be able to report much progress. Many of the schools here have recently had excellent class-rooms added for the teaching of both subjects, and the number of schools in which these subjects now find a place has been greatly increased within the past two years. In many of the rural schools of this district, the work is undertaken by the infant mistress or another member of the staff, and it gives me pleasure to report on the thoroughness and success of her efforts.

Perth. Perth district shows little advance. Instruction in domestic subjects is mainly confined to the town schools. Owing to insufficient accommodation or other local causes, neither subject has yet found entrance into many of the smaller schools.

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GENERAL REPORT *for the year* 1905 *by* A. R. ANDREW, Esq., M.A., *one of His Majesty's Chief Inspectors, on the* SCHOOLS *in the* WESTERN DIVISION OF SCOTLAND.

Glasgow.

January, 1906.

MY LORDS,

I have the honour to present a General Report on the work of the Western Division. It came under my charge in October, 1904, upon the transference of His Majesty's Chief Inspector, Mr. Scougal, to the Southern Division, owing to the much regretted death of Dr. Stewart. While the Govan and Dumbarton District was continued to the end of the working year under my general supervision, the work of inspection in it was practically under the charge of His Majesty's Inspector, Mr. W. G. Fraser. Mr. W. W. McKechnie, His Majesty's Inspector, took charge of the Banff and Orkney District in the beginning of November, and his place was filled by the appointment to the staff of the Glasgow District of Mr. D. H. Crawford, Junior Inspector. The Staff of the Division was further strengthened by the promotion of Mr. David Thompson Sub-Inspector 1st Class, to be His Majesty's Inspector, and by the transference of Mr. J. H. Murray, promoted to be Junior Inspector, from the Southern to the Western Division. The very sudden death of Mr. S. D. Black, in whom the Department lost a most faithful and efficient officer, led to the promotion of Mr. D. Johnston to be Sub-Inspector of the 1st Class, and the vacancy thus caused was filled up by the appointment of Mr. George Murray. Changes in Staff.

SCHOOL SUPPLY.

The population of the industrial districts in the immediate neighbourhood of Glasgow steadily increases; in Glasgow itself the numbers are practically unaltered since last year. Consequently the greatest activity in the direction of increased school supply may be looked for rather outside than within the Central School Board area. Indeed, so far as the School Board of Glasgow is concerned, it may be said that " when the sites selected are built on, Glasgow School Board Area.

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and when the schools in course of erection are completed, the school provision of the Glasgow School Board may be regarded as thoroughly satisfactory in quantity and quality." As will be seen from the statistical table annexed to this section, five schools are in course of erection in this area, and four new schools are contemplated; thus the ideal state of matters foreshadowed will not be reached immediately, though it may be realised in the near future.

The Board are fully aware of the unsatisfactory nature of the premises in the case of six of their present schools, and will in due course take measures to remedy all defects.

Govan and Dumbarton.

The district chiefly affected by the increase of the industrial population, an increase due in large part to migration from other districts, including Glasgow—is Govan and Dumbarton. The establishment of large new public works has led to a very great addition to the number of workers and their children living in and around Clydebank. The re-construction or enlargement of existing schools, such as Dalmuir Public School, has been, or will be, carried out in consequence, and, when the streets of tenement houses now being built are fully occupied, it is highly probable that the Boards concerned will require still further to increase the available accommodation.

New Schools opened.

The opening of the new Victoria Public School, and the rebuilding, and opening as a practically new School of Church Street Public School, have been the outstanding events of this year with regard to school supply in Govan. The activity of the Govan Parish School Board has also been shown by several additions to and improvements in the existing school buildings of the Board, more especially three new Infant Departments which have been provided at Kinning Park, Copeland Road, and Rosevale Street Public Schools.

Renfrewshire, Lanarkshire.

There seems to be a certain slackening in the pace at which the School Boards of Renfrewshire and Lanarkshire have hitherto striven to make school supply keep abreast or ahead of school population. In both cases reference is made by the District Inspectors to the effect of the Education Bill of last Session on School Board policy in this matter. School Boards, they agree in saying, were naturally unwilling to enter on large and expensive schemes of building or re-construction when their corporate existence was in debate. Hence it was only with difficulty that they could be persuaded to take action, except in the most pressing cases. This probably accounts for the continuance of the temporary premises, which are in use at such places as Port Glasgow and Renfrew, and for the fact that accommodation is found to be inadequate at such important centres as Motherwell, Cambuslang, Cambusnethan,

Effect of the Education Bill, 1905.

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and Shettleston: at the last named place, however, a new school has been opened, and in the others the provision of increased accommodation is contemplated.

Ayrshire. In Ayrshire, where, in many places, the growth of the industrial population is the chief factor in the problem of school supply, School Boards have done a considerable amount of work in the direction of providing increased accommodation. On the other hand, in the almost wholly rural South Western District (No. 10), though new schools are recorded in the towns of Dumfries and Annan, and at Cummertrees, yet improvements on school premises chiefly, and necessarily, take the shape of new class-rooms, improved play grounds, sheds and offices; and although in these directions useful improvements have been carried out at no fewer than thirty schools, there are still many places where complaint has to be made of the absence of shelter sheds or of teachers' rooms, or of a still more serious defect—the inadequacy or complete absence of a pure water supply.

Dumfries and Galloway.

Rural Districts, Argyllshire. In the purely rural districts school provision is now often in excess of requirements. In Argyllshire, for instance, there has been a permanent decrease of population, showing itself in the "empty spaces" of many country schools. Consequently, when the fabric itself is satisfactory, and is kept in good repair (and this is usually the case), it is but seldom that new or enlarged premises are required.

Supply of Voluntary Schools. Several of the District Inspectors bear warm testimony to the energy and zeal of the managers of Catholic schools in making provision for the increasing demands made upon them by the growth of this section of the community in the West of Scotland. Although not so finely equipped and furnished as the most modern of the Public Schools, nor so well provided with cloak-rooms, drill halls, teachers' rooms, and workshops, the new voluntary schools in the Glasgow district are nevertheless "serviceable structures," and are vastly better than the provision they replace. In Paisley and Greenock, where, it appears, better accommodation for the Catholic children is urgently required, the managers will, it is hoped, be able soon to supply the deficiency.

School Supply Johnstone (B) Renfrewshire. Among the many matters of general interest dealt with by His Majesty's Inspector, Mr. D. Munro Fraser, in his report on School Supply, is an account of the manner in which the difficult question of school provision in the burgh of Johnstone was discussed and decided. The Board have been able to meet the wishes of the Department, and of a large section of the community, by agreeing to erect a new school on a convenient site instead of proceeding with their original plans.

Truant School at Shettleston. The only other matter which calls for special notice under this head is the opening of the new Truant School at Shettleston under the management of the School Board of Glasgow. Although not

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receiving grants through Your Lordships' Department, this school may be mentioned here, as of great educational importance and interest. The building is beautifully situated, is architecturally a pleasing structure, and is most completely furnished and equipped. While the need for its existence is to be deplored, yet, if it is as effective as there is every reason to expect, it will be a powerful influence for good to a class of boys sufficiently numerous in Glasgow to make them a cause of anxious concern to those who are responsible for the education of the community.

STATISTICS OF SCHOOL SUPPLY. 1905.

Number of District.	New Schools. (a) Completed.	New Schools. (b) Building.	Extensions of Premises.	Schools reconstructed.	Schools or Extensions planned.
No. 7. Mr. J. C. Smith -	*5	5	3	2	4
No. 8. Mr. Harvey -	4	2	3	1	3
No. 9. Mr. Lobban -	6	–	8	–	4
No. 10. Dr. A. D. Thomson	2	1	5	–	2
No. 11. Mr. A. R. Andrew	4	1	8	-	5
No. 12. Mr. D. M. Fraser	3	2	3	–	5
Totals - -	24	11	30	3	23

* Including new Truant School at Shettleston under the School Board of Glasgow.

Attendance.

Percentage of average attendance to average on roll.

An estimate of the state of the attendance throughout the Division must, of course, be partly based on statistical data supplied by the District Inspectors, and the most important set of figures in this regard is usually considered to be the percentages of average

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attendance to the average number on the roll. This percentage has, in recent years shown a decidedly upward tendency, especially in the large towns. In the urban portion of the Glasgow district, for instance, it this year reaches the remarkably high average of 90 per cent., an increase of 2·7 per cent. compared with last year. In Lanarkshire the schools examined by Mr. Fleming also show an increase, and the reports from the other districts indicate generally a similar state of matters.

Generally satisfactory regularity.

This percentage, while not the only, nor perhaps the chief fact on which an estimate of the attendance should be based, is certainly an index of the greater or less regularity with which the children actually on the roll attend school; and from this point of view the conclusion is favourable. The year has, in this respect at least, been a good one, and attendance all over may be characterised as satisfactorily regular.

Adverse considerations.

But if there are many children of school age, who are not on the roll of any school, if many pupils do not enter school till they are one or two years over the proper age, and if exemptions are granted without discrimination, then the favourable estimate formed on a consideration of the increased percentages just referred to must to a certain extent be modified. The first two points are closely related, for, if children of school age are not on the roll, it follows that the majority of them will sooner or later be "late entrants" and if there are many "late entrants" there must be many children of school age not on the roll. Mr. J. C. Smith deals with the question from the former, Mr. Lobban from the latter point of view.

"Completeness of Roll," Glasgow District.

Last year Mr. Smith drew attention to the large number of children of school age in the district of the School Board of Glasgow who were not on the roll of any school; he found that this coincided roughly with the estimated number between the years of five and six, and he commented on the bad effects of exclusion from school on the physical and mental well-being of the excluded children. This year his report is more favourable: the number of school-age children not on the roll is *less* by 2,206 than it was last year—a great improvement to be effected in so short a time. There are still, however, 11,367 children of whom, in general, it may be said that they ought to be in school but they are not. Mr. Smith, however, believes that a further advance will take place next year, and he places it on record as the most important event of the session in his district, that the question of "Completeness of Roll" is now in a fair way to be satisfactorily settled. This is a matter for congratulation, for, if regular attendance is the chief factor in the child's actual progress during his school life, "completeness of roll" is one of the chief factors in the educational progress of the community.

Age at Entry.

Mr. Lobban deals with the question from the point of view of "age at entry." He takes twenty-seven representative schools, and he analyses the "age at entry" for 2,500 children, who appear

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for the first time on the roll of any school, with the results tabulated below :—

PERCENTAGE OF ENTRANTS AT DIFFERENT AGES.

	Under 5.	5–5½.	5½–6.	6–6½.	6½–7.	Over 7.
27 selected Schools - -	8	21·7	26·2	21·5	13·2	9·4
Ayr (B) - -	8·3	17·1	25·6	21·2	16·2	11·6
Galston P. S. -	0	6·6	24·1	38·7	16·	14·6
Loudon S. B. -	1	11·2	16·	32·	20·	19·4

Conclusions from statistics.

Now as the large majority of pupils should enter at five, the numbers in the second age-column should be the largest, and should certainly, together with those in the first, be not less than 75 per cent. of the whole, but we find instead, that for these twenty-seven schools these two numbers together give only about 30 per cent. of the total entrants, while if we regard those over six as being a year late in entering school, we find no less than 44 per cent. of these pupils, or 1,100 children, entering with an initial loss of a whole year of school life. If we take particular cases, this percentage is forty-nine for Ayr (Burgh), sixty-nine for Galston, and seventy-one for Loudon. The very large percentage of "late entrants" in the two last cases is due in part, Mr. Lobban thinks, to the fact that infants are admitted only once a year, but there can be no doubt that this investigation brings to light an incompleteness of roll, and a consequent amount of "late entry" which strongly call for remedial measures.

A Rural District.

Dr. A. D. Thomson's District is a typically rural one, and causes of irregularity, avoidable and inevitable, are more numerous in the rural than in the urban areas. The figures given by Dr. Thomson are, in some of their aspects, not encouraging. After allowing for all inevitable causes of irregularity, such as epidemics, distance from school, bad roads, etc., he comes to the conclusion that the percentage of average attendance to average roll might be much better; and he points out that where very adverse circumstances exist these are not always accompanied by a low percentage; indeed, the most unfavourably situated schools sometimes reach a percentage of ninety, and where the percentage is low, close investigation often shows that it is the older children, and not, as might be expected, the younger, who are most frequently absent. The inference must inevitably be drawn that in such cases the compulsory clauses are not enforced with sufficient vigour.

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Wigtownshire.

Dr. Thomson again points out, as he did last year, that in Wigtownshire, attendance is far below the normal, and for the whole District he quotes figures which show that 100 schools, or nearly half of the total number, fall below last year's general average percentage for Scotland (86·36), while no fewer than one-sixth of them are below 80 per cent.

Argyll and Renfrew.

In Argyll and Renfrew there has been improvement, though in the former county this "may be due to non-registration of children under six;" if it is so, another reason is given for not relying exclusively on the "percentage" as a means of gauging the attendance, since this percentage may rise owing to a lessened roll, as well as through an actual increase of regularity.

Mr. Fraser mentions a number of Boards whose schools show particularly good percentages, and he remarks on the improved attendance in Tiree—a case specially mentioned in the General Report of last year.

Exemptions.

Lanarkshire.

In that Report Mr. Scougal was able to record a general falling off in the number of "Exemptions." This year the falling off has in many places ceased, and a movement in the opposite direction has apparently set in. Mr. Harvey comments strongly on the lavish way in which exemptions have been granted by certain Lanarkshire School Boards, and he points out the bad effects of this on the numbers attending in Supplementary Courses.

Mr. Fleming, H.M.I. "Exemption rate."

In the schools examined by Mr. Fleming (sixty Lanarkshire Schools) no fewer than 305 exemptions were granted during the past year. This gives an exemption rate of 13 per cent. of those leaving school finally. This is certainly too high, and Mr. Fleming gives statistics and details to show how the rate varies, and as proof that the privilege is sometimes abused. Why, for instance, should one school have an exemption rate of 60 per cent., and another, close at hand and not differing in external circumstances, have a rate of 35 per cent? In one school, which Mr. Fleming names, the rate is 50 per cent.; in neighbouring schools it varies from 35 to 9 per cent. In all these cases it is too high, and there seems to be no reason in the circumstances of the children to account for such striking differences.

A general rule.

Exemptions in Dumfries and Galloway District.

Mr. Fleming deduces from a comparison of the relevant numbers a general rule which it would be important to verify for other districts. He finds, generally, that *where the exemption rate is highest the attendance percentage is lowest.* In Dr. Douglas Thomson's District this rule holds good. Dr. Thomson, as remarked above, finds the percentage of average attendance to average roll far below the normal in Wigtownshire, and in that County he shows that exemptions amount to 1 in 12 of those on the roll between 12 and 14 years of age, while in Dumfries this number is only 1 in 55, and in Kirkcudbright 1 in 39.

Exemptions in Ayrshire.

In Ayrshire, Mr. Lobban reports that cases of exemption are still very numerous: he thinks that some Boards are wanting in firmness

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and discrimination, but he sees signs of improvement in the larger centres. Here again we may perhaps infer that the general rule is true, for it is in the larger centres that the attendance percentage is generally highest, and it is there, apparently, that fewest exemptions are being granted.

Exemptions in Renfrewshire.

Mr. Munro Fraser also remarks that exemptions on a large scale continue in certain quarters, and he again gives as instances some of the Boards he mentioned in the same connection last year, notably Neilston, Kilbarchan, and Paisley (Landward).

Adverse circumstances affecting attendance.

It is obvious that for certain causes of late entry, irregularity, and frequent exemption, there is no administrative remedy. In rural districts very young children (under six) cannot be expected to walk long distances in wintry weather over indifferent roads; hence there will always be a certain amount of "late entry" and irregularity in such districts. Similarly, the frequent migration of parents in agricultural areas leads to a period of irregularity often annually repeated, immediately before, and immediately after removal from one farm to another. In this matter, however, more than is at present done might be accomplished by constant communication, on the method recommended by the Department, between neighbouring School Board officials, to lessen the evil effects of this custom; but for too numerous exemptions the best remedy, as Mr. Munro Fraser points out, is a more enlightened public opinion. This is necessarily of slow growth, and subject to fluctuations owing to the incidence of social causes, such as the greater or less prosperity of local trades and industries. The raising of the exemption age has, to some extent, had an effect on the general opinion about school attendance not altogether favourable to regularity and entrance at the proper age. This is noticed by Mr. Lobban, who points out that parents now delay sending their children to school, and withdraw them for casual employment more readily than they used to do; consequently Boards, who probably reflect average opinion in these matters, are less exacting in demanding that children shall be sent to school at the legal age. To meet this, Mr. Lobban suggests that the length of the Infant School day should be shortened, and this method has been tried in Ayrshire with good effects both on the age of entry and on regularity of attendance.

Communication between School Boards as to attendance.

Effect of raising age of exemption.

Suggestion as to length of school-day for Infants.

Highland rural Schools.

In Highland rural schools Mr. Munro Fraser finds that the teacher is often the compulsory officer, and, indeed, he might well exert a similar influence elsewhere. The teacher's influence on attendance, as on everything else in connection with his school, is all important, for it remains true that after the administrative machinery is perfected, and in good working order, one circumstance which vitally affects the question of attendance is the personal relations between the teacher and the pupil. If these relations are of the right sort, attendance will seldom be irregular, except from unavoidable causes.

Influence of teacher on attendance.

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Teaching Staff and Organisation.

In the Public Schools of the urban areas the Teaching Staff, both in numbers and in qualifications, is highly satisfactory. The School Board of Glasgow employs "no uncertificated teachers except a few Graduates in training, nor do the schools, as a rule, depend on pupil teachers to satisfy the conditions of Art. 32." Exclusive of the High Schools there are on the teaching staff of this Board 206 Graduates, besides 244 teachers who have been for one or more sessions at a University. Among the 535 Certificated Teachers working under the Govan School Board 77 are Graduates, and this Board employs one certificated teacher for every 50 pupils in average attendance. Number and qualifications of Staff.

It may be interesting to compare this rate with the statistics given by Mr. Fleming for some of the thickly populated districts in Lanarkshire. Lanarkshire *Mr. Fleming.*

"Hamilton (B) employs one certificated teacher for every forty-four children in average attendance, and Cambusnethan one for every sixty-nine." It is deplorable that "in voluntary schools only one certificated teacher is employed for every 102 children." Voluntary Schools.

Mr. J. C. Smith also remarks on the relatively small number of Certificated Teachers in Voluntary Schools, but he adds:—

"The proportion of certificated teachers employed in these schools, though still too small, is much larger than it was six, or even three years ago."

This is due to the excellent work of the Training College for Women at Dowanhill. At present, however, there is no opportunity for Roman Catholic lads being trained as certificated teachers in Scotland, and such provision is urgently needed.

Dr. A. D. Thomson reports that:—

"In the large majority of schools, the staff is now, at least numerically, quite satisfactory."

He draws attention to the fact that:—

"A very large number of Boards have now taken advantage of the minute providing for the distribution of the General Aid Grant." "General Aid Grant," *Dr. A. D. Thomson.*

This grant has undoubtedly been of great service in rural areas, where the single-handed teacher often found it a hard task without assistance to keep abreast of increasing requirements, but, while having a favourable effect in the direction indicated, it has unfortunately had a tendency to stereotype the "Article 79" grade of teacher.

The education and training of the pupil-teachers of the Division have been very decidedly advanced by the provision which has, in many places, been made for their attendance at Higher Grade Schools, and, in Glasgow and Govan, at Pupil Teacher Centres and Institutes. Pupil Teachers.

In the Glasgow District, owing to the unsatisfactory character of the papers of second year pupil teachers at the examination in May, 1904, thorough enquiry was made, and a Minute was framed by Mr. J. C. Smith, which recommended the establishment Establishment of R.C. Pupil-Teacher Centres.

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of a Pupil Teacher Centre for the Roman Catholic Pupil Teachers of the Diocese. The Managers decided to establish two centres—one for boys at St. Mungo's College, the other, for girls, at Our Lady and St. Francis Higher Grade School. These are now at work, and Mr. Smith reports that the results of the May examination in 1905 show a decided advance on those of the previous year. There is also a very efficiently conducted centre for the Education of Roman Catholic pupil teachers under the charge of the Sisters at Notre Dame Training College.

Lanarkshire: *Mr. Harvey.* Mr. Harvey also found the results in May 1904 unsatisfactory, but, like Mr. Smith, he is this year able to report a gratifying improvement. Mr. Fleming observes that the number of pupil teachers employed in his schools is larger this year, and he attributes this to "the commendable practice of pupil teachers being employed on alternate days in assisting in School, and in studying in classes by themselves."

"Standard" Classification. The Organisation, as distinct from the Staffing of an Elementary School, is now a more complex matter than it formerly was. Classification, which is very intimately connected with promotion is now a more difficult problem than it was when classes were automatically determined by passing a "Standard," and when promotion was generally and necessarily annual.

Administrative Changes. The raising of the exemption age, the consequent formation of Supplementary Courses and Higher Grade Departments, together with various changes in the methods of inspection and examination, particularly the substitution of a "qualifying" examination based on the teacher's estimate of the pupil, and the record of his work, for an externally appointed standard, have all borne their share in giving a new aspect to the problems of division and economy of labour, as they present themselves to the organiser of an elementary School. His main purpose, to which successful classification is a powerful aid, is no longer to bring every pupil up to a certain standard of attainment in a school year, but rather to put him, by the time he reaches a given age, through a well-considered curriculum, the natural termination of which is a test which shall show whether he has sufficient mastery of the instruments—Reading, Writing, and Arithmetic—by which the educative process, which is now only at its real beginning, must henceforth be carried on.

"Qualifying" Examination, Art. 29

A test of good Classification. Hence the whole system of promotion, and consequently the classification, should be framed with this *terminus ad quem* steadily in view and the efficiency of that system must be tested by the sufficiency, or the reverse, of the proportion of pupils who pass the gateway of the "qualifying" examination.

Details. The subordinate details of classification will naturally resolve themselves chiefly into a consideration of the ways and means of providing for each pupil a long enough, but not too long a stay in each of the three main divisions of the School. Such questions

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as the distribution of work to the Staff, so that each Division shall have, in large schools at least, its own responsible head, whose duty it would be to see that at regular intervals a due proportion of pupils is prepared to pass on to the next Division; and the co-ordination of the work, so that each teacher shall know what has been already done by the class, and what will be done when the pupils are promoted, might profitably, did space permit, be discussed here. It must suffice to say that I fully agree with the remarks of Mr. W. G. Fraser on this last point in the quotation given below.

Mr. W. G. Fraser.

"Each class-teacher may carry out his assigned portion of the work faithfully and intelligently, but he does not always realise that his portion is only part of a whole. Too often he knows little or nothing of the methods of his colleagues who have already taught, or who will subsequently teach, the children under his care. Few schools are altogether free from such discontinuities of method."

Prevalence of "Standard" Classification.

Numbers passing Qualifying Examination.

Two facts emerge on a consideration of the reports of District Inspectors in the light of statistics furnished by them, by School Boards, and by the Department. The first is that the former classification by "Standards," now called "Classes," with annual promotion, still largely prevails in practice, and the second is that the number passing the qualifying examination and entering on a higher course, as well as the percentage of those who leave after completing, or during the period of such a course, are much smaller than they ought to be. I am convinced that these two facts are related to each other as cause and effect. It is not meant that defective classification is the sole cause of the unsatisfactory results, but that it is a large, and an easily preventible part of the cause, is certain.

With regard to this first point Mr. J. C. Smith remarks:—

Mr. J. C. Smith.

"The principles of the Memorandum of November, 1903, are now accepted, nominally at least, by all Schools in this district, though it is evident in more cases than one, that the old idea of a "School year" determined by the date of the inspector's visit is not yet quite dead."

And Mr. W. G. Fraser:—

Mr. W. G. Fraser.

"In the junior and senior divisions the tradition of the standards dies hard: indeed teachers seem almost loath to believe that these are no longer obligatory."

And Mr. Fleming reports:—

Mr. Fleming.

"More than anything else defective organisation and classification prevent rapid progress. The prevailing system of classification is too inelastic: it makes no provision for promotion beyond the annual advance of a whole class. And it does not discriminate enough between the bright and the dull. From this system teachers have generally been too timid to break away on anything like a wholesale scale, and it is now necessary to provide a classification which will allow the child whose natural abilities are superior or who, through more regular attendance or greater industry, makes rapid progress to advance in the school in proportion to his superiority—a classification which will get rid of the system by which a child gravitates to the top of the school by weight of years alone."

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These extracts make it abundantly evident that a radical change is necessary before the classification of many of our schools can be considered satisfactory. The effects of the present system are seen in the numerical results given below. I take Mr. Fleming's interesting data first:—

PERCENTAGES OF THOSE WHO LEFT SCHOOL FINALLY.

School Board of	In the Supplementary Courses.	In Senior Division.	In Junior Division.
Rutherglen - - -	37·4	59	3·6
Hamilton (B) - - -	53·7	45·3	negligible
Hamilton (L) - - -	47·7	49·4	3·9
Cambusnethan - - -	47·4	50·8	1·8
Larkhall - - -	46·9	53·1	negligible

"In Voluntary Schools only 8·5 per cent. had reached a Supplementary Course. These figures cannot be considered satisfactory. In only one case had more than half the children reached the Supplementary Course. In other words more than 50 per cent. of the children on leaving school presumably at the age of fourteen—except in the case of those exempted—had not reached the stage, which it is reasonably expected that a child can attain at the age of twelve."

But if the numbers who *reach* the Supplementary Course are relatively so small, the numbers who actually complete a year—not to speak of two years—in it must be still smaller. As this point will be dealt with at a later stage, I pass on to consider the matter from another point of view.

Statistics of "Qualifying" Examination.

It is generally conceded that in well-equipped and organised schools, such as the Board Schools of Glasgow and Govan undoubtedy are, about 10 per cent. of the average attendance may be taken as the proportion of pupils who should pass the "qualifying" Examination in the course of a year. Last year the average attendance at the Glasgow Public Schools was 68,511, and the number who passed the qualifying examination during the year 3,698, a deficiency, on the basis of a 10 per cent. pass, of 3,153. And, although the average is 823 more this year than last, the number of pupils who passed the qualifying examination has only increased by twenty-one. In Govan the average attendance was 27,122 and the number who passed the examination was 1,379 a deficiency of 1,333.

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Again, if we take the number of children between thirteen and fourteen as representing approximately the pupils who ought to be receiving higher instruction either in Supplementary Courses or in Higher Grade Schools, we find in the Glasgow Public Schools that there are on the roll at this age 8,421 pupils; but the number receiving higher instruction is only 4,076 or less than half of what it should approximately be. This number moreover contains a proportion of pupils under thirteen and over fourteen which renders the result still less favourable. For Govan the corresponding numbers are 3,050 and 1,419, and similar remarks are applicable to these figures also. For further details on this subject I must refer to a statistical table furnished by the Department, and dealt with under the heading "Supplementary Courses;" but it may be suggested that the natural outcome of a proper system of organisation in large urban areas implies the setting apart of certain schools entirely for Supplementary and Higher Grade work. The result would be that a pupil, on passing the qualifying examination, would, as a matter of course, go to one or other of such Centres, and this would obviate the difficulties and friction so common at present when questions of centralisation arise. The fact which must be emphasised is the unsatisfactory educational results which these figures indicate, but there is another and a very important aspect of the question which should not be lost sight of. Complaints have recently been heard that "the relative proportion of the expenditure borne by national and by local sources" is too unfavourable to the latter, but this complaint would be better grounded if it were first proved that full advantage had been taken of every legitimate means of increasing the State's contribution to the support of Education. Now it is evident, that if only about half the proper number of pupils are entering, on Courses for which increased Grants are paid, it is, apart from educational considerations, surely the duty of the Boards concerned to see to it that this source of income from national sources is raised to its fullest possible amount. In this connection it may be mentioned that the total Grants earned by the Public Schools in Glasgow show an increase this year over last of £3,381, and the Board acknowledge that "By far the larger proportion of the increase is due to the greater number in the Supplementary Courses and Higher Grade Departments."

Ordinary School Work.

Teaching of Arithmetic.

A very marked change and improvement is taking place in connection with the teaching of Arithmetic, so far at least as the Infant and Junior Divisions are concerned. Mental Arithmetic is not, to the same extent as formerly, being regarded as a separate subject, but as an essential preliminary and accompaniment of the ordinary work. The numbers dealt with are being kept within the powers of the children to grasp and visualise: the four fundamental rules are being started more

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nearly abreast, and principles are being illustrated by concrete applications, not confined to money, but ranging freely over the simpler steps of the simpler weights and measures. In this connection Mr. Munro Fraser remarks :—

Mr. D. Munro Fraser. "In the Junior Division, the work is conducted largely and increasingly on mental lines and the 'thinking' part of the subject has been closely co-ordinated with the ability to perform mechanical operations. The large sum, however, still occupies too prominent a position in the lower classes, and, strange to say, some of the junior teachers, who have zealously adopted the new methods, have pointed out to me that the periodic examinations of the headmasters are conducted as if the old habit of dealing with large sums at this stage, still prevailed."

Mr. J. C. Smith, after recording changes in method in his district similar to those above stated, goes on to point out certain dangers which must be guarded against.

Mr. J. C. Smith. "Correlation of mental and written Arithmetic still needs to be emphasised, else there is a danger of the written work remaining mechanical, and of the mental degenerating into a series of empirical tricks."

"But *the* danger against which it is most necessary to warn teachers of Arithmetic at this moment, is the danger of forcing the pace to the detriment of accuracy in computation and notation. The foundation of all progress must be laid in a thorough mastering of the addition and multiplication tables. By all means let these tables be built up by intuition and intelligence, but as they are built up, they must be practised until they become absolutely automatic, otherwise everything must be done *de novo*."

Mr. Harvey reports that :—

Mr. Harvey. "Much more prominence than formerly has been given to Mental Arithmetic, and the work of the pupils has been lightened by throwing overboard cumbrous sums in 'Long Division,' 'Reduction' and 'Practice.'"

Mr. Fleming has the following important statement on the subject :—

Mr. Fleming "There are distinct signs of a general tendency to break away from the old methods and old ideals, not that these latter are necessarily bad, but their treatment had become so stereotyped and mechanical that the best educational results were wanting. In arithmetic particularly the want of fresher methods is felt. The four simple rules are still taught too much in water-tight compartments: decimals are not tackled till too late, and are then regarded by the children as something to be feared. Proportion is excessively used, and used in a purely mechanical manner, while the practice of working interminably at the same type of sum is far too common. The effect of this teaching is seen in the inability of the children to apply intelligently the knowledge they possess, when problems are presented in an unusual way, and the classes put forward for the Qualifying Examination were not familiar enough with the working of decimals, and, as a rule, avoided working a question by decimals."

Dr. A. D Thomson. Dr. A D. Thomson reports that methods in Arithmetic continue to show steady improvement, and he agrees with Mr. J. C. Smith in pointing out the danger of treating Mental Arithmetic as a distinct and separate subject from written Arithmetic. On the other hand,

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Mr. W. G. Fraser is able to report with regard to the Govan and Dumbarton district, that:— *Mr. W. G. Fraser.*

"The divorce between oral and written work in Arithmetic is becoming less obtrusive," and that "the whole subject shows signs of more intelligence and less rule of thumb. It is to be feared, nevertheless, that the desire to have 'something to show' continues to cause an exaggerated importance to be attached to the slate to the detriment of oral work especially in the lower classes."

Review of the Changes in Method (Arithmetic)

It may, perhaps, be well to give here in as brief and clear a form as possible, some account of the change which, as these Reports indicate, has taken place in the methods of teaching Arithmetic in the Primary Schools of the Division. That change in its broadest aspect is only one side of the general reform in method which has in recent years taken place in the teaching of the mathematical subjects. Like most changes in educational method, it has implied a shifting of the focus of attention in the early stages from the abstract to the concrete. It has always been an empirical principle of Primary School education, that the teaching of Arithmetic should be "based on the concrete." This was the theory, but in practice it merely implied the use of the "ball-frame," or of "sticks," or of some other similar contrivance in the first stages in the Infant room. As soon as the child could count in the most rudimentary way by groups, or even by units, the support of the concrete was withdrawn, and he was left to deal with numbers he could not understand, but over whose symbols he acquired, by practice, a certain power of mechanical manipulation. The symbols of process were seldom taught except in so far as the words "add," "subtract," multiply" and "divide" were reduced to the position of symbols. If synonymous phrases were used, if the operation was indicated in any other than the accustomed way, the pupil was found, in the average school, to be instantly at a loss. If, for instance, a number was put on the slate, and the child asked to take any other number he chose away from it, the chances were that a larger number would be written down and the impossible attempted. If *things* were dealt with, even in the simplest way, without any indication of the required process except the conditions of the problem, it was constantly found that there was a complete failure to realise these conditions, and apply the necessary process. All this, however, often co-existed with the most remarkable mechanical facility and accuracy in computation, and the larger the numbers, the better, it seemed, was the work done.

Now, it is of course impossible always to deal with "concrete" facts in the sense in which balls, sticks and coins are concrete. A stage must come, in the educational process, and come soon, when symbols must be used and relied on for progress, but the child should be trained to realise the meaning of the symbol, and as we say for want of a better term, to "visualise" the process. This is an exercise of "imagination" in its original sense, and on such exercise the newer methods in Arithmetic have in part been based.

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Hence a root principle of these methods is, that the numbers dealt with in the early stages must be such as the child can actually understand, grasp, comprehend, or even "visualise," and if he is to understand "process," as well as "number," it follows, as Mr. Munro Fraser puts it, that "problematising" should accompany all mechanical operations, that is to say, the pupil is to exercise his image-making power in realising the conditions of his problem, to see the process underlying it as if it were actually taking place, and *then* to translate this into its appropriate arithmetical and symbolic form. But as all the fundamental processes are intimately related, they should all be taught in intimate relation. Hence the second great principle that there should be no marking off of separate rules in the early stages; addition and subtraction, multiplication and division must all be used, and all used in the concrete, or visualised concrete, in perfect correlation each with the other. Again, as the writing of the symbols, their realisation, and the realisation of the process required, and the final translation of this into other symbols, is a comparatively complex operation, in which mere muscular inaptitude is the cause of distracting attention from the main problem, it follows, that in the early stages the work should be almost completely oral, and that at all stages, the written symbols should be used chiefly when, and because, the numbers to be dealt with are beyond the quite limited power of concrete realisation possessed by either child or adult. Then it is that the written symbol enters into full power, but behind the *process* must always remain, if it is to be intelligently done, the power of actually "seeing" what its meaning in concrete fact really is. Hence in the Senior Division, the work will be an extension of the knowledge of number on the root principles already described, branching out by means of actual measurements into Geometry, practically treated, on the one hand, and into Algebra as a generalised Arithmetic, on the other.

Results of Newer Methods.

Many deductions from these principles of method have been and are being made, and practically applied in our schools. Excellent text-books, as remarked by Mr. J. C. Smith, based upon them, are becoming common in the schools of the Division, and altogether the outlook in regard to this important branch of school work is of the most hopeful sort. We may indeed expect that the arithmetic of our primary schools will, in a short time, be as remarkable for its quickness, intelligence and readiness of resource, as it has for many years been notable for its accuracy of computation and its neatness of statement in writing.

Teaching of English.

As in the case of Arithmetic, so in English, there has, within the last two years, been much discussion between inspectors and teachers as to the best methods of procedure. Although it can hardly be said that definite courses have as yet been formulated, there is general agreement that any intelligent scheme of English teaching must have its beginning in the lowest stages of the school course.

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Suggested postponement of Reading :— *Mr. J. C. Smith.*

There is considerable difference of opinion as to the particular stage at which a beginning should be made with Reading. And Mr. J. C. Smith, whose firm grasp of educational principles entitles his opinion to marked respect, holds very strongly that in the case of large schools attended by the poorer class of children, Reading should be for some time postponed, and the efforts of the mistress directed to securing: (*a*) purity and correctness of utterance; (*b*) fluency of expression; (*c*) the cultivation of intelligence and emotion.

Speech-exercises.

It has been found by inquiry that in schools of this type certain sounds are commonly mutilated, and although the phonic method, which for months deals with sounds alone, might be supposed to remedy this in some measure, yet Mr. Smith states that this is really not so. The children come to associate the English sound system with printed symbols, and the correct enunciation is only "turned on" at the call of these symbols, and immediately dropped in their absence. He proposes, therefore, that the exercises at first should consist of practice in speaking under the guidance of the mistress, who should herself set an example of correct utterance and ought to have some knowledge of phonetics. This, combined with repetition of suitable rhymes and the singing of rightly selected songs, would pave the way for much quicker initiation in Reading at a later stage. In connection with this, Mr. Smith gives details of an exceedingly interesting investigation carried out in three typical schools, with the view of ascertaining the actual vocabulary of an average child at five years of age. This brought out the fact that the *English* vocabulary of a slum child of five did not extend beyond some two or three dozen words; on the other hand, it was found that an average child of five from a good middle-class home had command of, or understood, not less than a thousand English words, while bright children carried the number up to one thousand five hundred or even to two thousand. The contrast is startling, and the irresistible inference is, that the same mental discipline cannot be applied in both cases. A clear case, in fact, seems to be made out for the postponement which Mr. Smith urges, always provided that the teachers in charge fill the intervening period so as to secure the object in view.

An investigation of children's vocabularies.

Advantages of the "Phonic" method in Reading.

When Reading, whether sooner or later, is actually begun, there is much in my opinion to be said in favour of the phonic method. It is true that for its successful employment a teacher must know it thoroughly. Classes must be limited in number, and precautions must be taken to exclude extraneous noises; but, given these conditions, the progress registered and the command gradually acquired over printed symbols is very remarkable, while the unceasing vigilance, care, and thoroughness demanded on the part of the teacher, and the sustained attention necessary on the part of the pupils, constitute an admirable discipline. The method is steadily spreading, especially in the large urban schools. In regard

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Reading, Higher Classes. *Mr. Munro Fraser.*

to Reading at a more advanced stage Mr. Munro Fraser states that:—

"Distinct and audible reading is common, fluent reading is not so common, and natural and intelligent reading is the least common of all."

Dr. A. D. Thomson.

And Dr. A. D. Thomson notes the same defect:—

"Both in reading and recitation there is an almost total absence of the natural inflection of speaking; that this is not incapable of being cured is proved by what one finds in a certain number of schools where the subject receives special and unremitting attention."

Composition, oral and written, Junior Classes.

There is general agreement as to the necessity of beginning composition at an earlier stage, and the reports of the different Inspectors testify to considerable progress being made in this direction. It has always been the custom in well-taught schools to give some exercise in sentence-construction from the lowest stage upward, but the point needing to be insisted on, is that this exercise should consist of continuous composition. In the infant room, it should take the form of bright continuous talks between pupils and teacher—the children bearing an equal share—about matters of everyday occurrence and well within the range of their observation. In the lower classes of the Junior Division, this exercise should be systematically continued, but in more extended form, the objects being steadily kept in view of gradually increasing vocabulary, and extending the range of phraseology. As the higher classes of the Junior Division are reached, beginnings should be made in written composition, but this should be distinctly subordinated to oral practice.

Composition, Senior Classes.

In the Senior Division, the oral method should be steadily persisted in, and practice in it, now that the pupils' command of vocabulary and phrase-making has sensibly increased, should be constantly given in reproduction of the subject-matter of Reading, Geography, History, and Nature Knowledge lessons; the very effort of a pupil to formulate in consecutive sentences the knowledge acquired is in itself a most valuable educative process, and as power in this direction grows—and with systematic practice it will grow wonderfully—written composition will concurrently improve in readiness and quality. As the highest classes of the Elementary School are reached, some beginnings should be made on the formal teaching of the simpler elements of style; particularly every pupil before leaving school should have made acquaintance with ordinary letter forms, and be able to deal correctly with telegram forms, the writing out of ordinary receipts, and common business documents.

Gradation of exercises (Composition).

An all-important point in connection with this, as indeed with every other subject of school work, is the careful gradation of the exercises. There should be no overlapping, and when a pupil passes from one class to another, care should be taken that no time is wasted in going over matter and processes already mastered. Each teacher should know clearly what has been done in previous classes, and, without neglecting judicious revision from time to time, should make the end of the previous course a new starting point. One way in which this continuity of instruction could be secured would be to allow the competent teacher to carry on the same class throughout a whole Division.

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There is general agreement among the District Inspectors that the time spent on formal grammar in the earlier stages on such exercises, *e.g.*, as "pointing out nouns" "adjectives," and "verbs," is largely wasted. Any beginnings made in Grammar at this stage should proceed almost wholly on the inductive method. In urging this view there is no desire to depreciate the value of Grammar at a later stage in the school course. I am *so far* in sympathy with Mr. Harvey in his statement that :— Grammar.

"A thorough grounding in parsing and analysis is essential for intelligent reasoning in the case of the average pupil."

But I do not agree with him that it is "indispensable, in the case of the average pupil at any rate, for progress in English (including Literature) and Composition." I venture to think that Mr. Munro Fraser comes nearer the mark when he says :—

"How much Grammar should be taught in the Senior School is not a question that can be settled off-hand, but it may be laid down as a general rule that the Grammar should be derived from the Composition, and not the Composition from the Grammar."

The study of a typical sentence is an educative exercise, but facility in Composition is only to be obtained by practice in speaking and in writing English. Analysis of sentences should follow, not precede their synthesis.

In connection with the subject of English in the Elementary School, I wish again to emphasise a point to which I have referred in previous years, viz., the necessity of paving the way, during the elementary stages, for that course of ordered Home Reading which forms so important a feature of the English of the supplementary course. Such a course of ordered Home Reading should be one of the most beneficial elements in the English teaching at this stage. If, however, this reading is to yield its full fruit I am convinced that some preparation leading up to it must be made throughout the elementary course. Mr. Fleming makes some valuable remark on this point :— Home Reading.

"To get the best results on the subjects of Section A. of the 5th Schedule, there will need to be some preparatory training before the Supplementary Course is reached; for instance, when a child's experience in Reading is the close preparation of some 'Reader,' so that every sentence may be given with due intonation and all 'intelligence' questions of the stock type answered, it is needless to expect that, by thrusting, say, a novel of Scott, or a play of Shakespeare into that child's hand, a full appreciation of the literary merit of the work will miraculously emerge; it will only be by a properly graded system of story-telling and story-reading from the infant room upwards that the literary taste of the children will be developed so as to enable them to reap full benefit from a course of Home or Class Reading;" *Mr. Fleming.*

There seems considerable diversity of opinion among the District Inspectors as to the benefits to be derived from the concentric method of teaching history. Some of them incline to think that better work is secured by a fairly detailed study of a particular period, and Dr. A. D. Thomson suggests a compromise, giving a History, concentric method.

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Dr. A. D. Thomson.

detailed three years' course, suitable, according to his experience for small schools. I subjoin it :—

First Year.—(1) Some (oral) lessons on British History prior to 1603. (2) 1603–1689 as a special period.

Second Year.—(1) Some (oral) lessons on British History prior to 1689. (2) 1689–1820 as a special period.

Third Year.—(1) Some (oral) lessons on British History prior to 1820. (2) 1820 to present day as a special period.

"This ought to give the pupils some acquaintance with outstanding characters, events, and movements prior to 1603, with a more detailed knowledge of British History since the Union of the Crowns."

Mr. Munro Fraser.

Mr. Munro Fraser's view on this point seems sensible :—

"Opinions may differ as to how much History and Geography should be included in the curriculum of a school, but if a boy is to leave school with such a knowledge of these subjects as will be of practical benefit to him, it ought at least to include certain main facts ; such events as the Reformation, the Union of the Crowns, the Civil War, the Great Revolution, etc., ought not to be regarded as optional items in an historical bill of fare."

Essential conditions of successful teaching of History.

My own opinion is, that an essential condition of the successful treatment of this subject, whatever method may be adopted, is broad and cultured knowledge on the part of the teacher. He must have a clear idea of the *main currents* of, at least, British History as a whole ; the teaching should be largely oral, aided by concise blackboard outlines ; the attention of the pupils should not be encumbered by a mass of accidental detail, but steadily concentrated on the men and events shaping and influencing the gradual evolution of the life of the people. For the work of senior classes, there should be an ample supply of historical portraits, plans of battles, views of buildings, illustrations of the dress and costumes of the period under study, and every device should be used which will give living interest to the matter of the history lesson.

Apparatus and illustrations.

Geography

Geographical teaching still remains largely topographical, and our methods generally in the teaching of this subject stand urgently in need of being recast, but limits of space prevent me from entering into details in the present Report.

Singing.

Importance of this subject.

No school subject has more numerous or stronger affinities to the natural activities of the child than singing. It is at once a beneficial physical exercise, a moral and intellectual discipline, and a means of emotional culture.

Defects in teaching it.

To realise its full value for these ends it must be skilfully taught, and there can be little question that the defects pointed out last year by Dr. Somervell as common in the schools of Ayrshire, are by no means rare throughout the Division.

Dr. Somervell's report.

The Report referred to, and the subsequent lecture to teachers, had a beneficial effect in the district which had the privilege of Dr

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Somervell's visit, and the reference to the subject by Mr. Lobban in his Report this year shows that the impulse thus given has not exhausted itself. A similar visit, and conference with teachers in other districts would undoubtedly strengthen the hands of Inspectors, who have repeatedly noted and commented on similar defects. This year, for instance, Dr. A. D. Thomson points out as prevalent in his own district some of the faults dealt with by Dr. Somervell, notably the failure to cultivate the "head-voice," the premature introduction of part-singing, and the sex-division for two-part music.

Suggestions: *Dr. A. D. Thomson*, H.M.I.

Dr. Thomson makes some valuable suggestions with regard to these points: thus he would allow only unison singing below the Senior Division; he would have much less part-singing even there, and he would encourage frequent interchange of parts between altos and trebles.

Mr. G. Murray, Sub-Inspector.

Other defects noticed by Dr. Somervell last year in Ayrshire are spoken of by Mr. G. Murray, Sub-Inspector, in a Report to His Majesty's Inspector Mr. Munro Fraser on the singing in the Renfrew and Argyll District. Here the general absence of purity and sweetness of tone, and the almost complete neglect of the Staff Notation are prominent faults. There appears also to be a want of system in the teaching of Sol-fa music, especially in such matters as "time" and "ear-training."

Successful teaching of singing.

While these criticisms are undoubtedly well founded, especially in the case of rural schools, it must be remembered that in all the large centres school-singing is often taught with much enthusiasm, very great skill, and corresponding success. Mr. Munro Fraser cites as examples of this some of the public schools in his district, and certain Roman Catholic Schools in Paisley and Greenock. Even in some of the rural schools, where there is sufficient musical ability on the part of the teacher, the subject is, as Dr. Thomson points out, admirably taught.

Drawing.

Mr. Grigor, Sub-Inspector.

Mr. Grigor's Report on this subject, forwarded by His Majesty's Inspector, Mr. F. W. Young, deals with the schools of the Western Division generally. Mr. Grigor naturally finds that results vary according to the qualifications and zeal of the teachers, but he thinks it strange that, when facilities for the further study of Drawing are so numerous, there should still be found schools where the subject is not in a satisfactory condition. Improvement, however, if not quite so widespread as might be desired, is pretty general, and progress will be more rapid when certain defects of method which are at present too common have been got rid of.

Importance of observation.

One of the most important of these defects is the want of careful analysis and explanation of the object to be drawn; this should be the work of the teacher before the pupils attempt to represent

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what is before them. "Care should be taken to ensure that the act of Drawing is always preceded by careful observation."

This principle, which is as important in its educational as in its technical aspect, is also emphasised by Mr. Munro Fraser, who finds that in his district, where there has been great improvement in Drawing, "too much time is spent on teaching to *draw*, and too little in teaching to *see*." The first aim should be accurate observation; accurate representation will follow in due course.

Geometrical Drawing.

A second defect to which Mr. Grigor draws attention is the unnatural breaking up of the Geometrical part of the subject into three separate subjects:—Scale Drawing, Plane Geometry, and Solid Geometry. This should be avoided, and the subject should be treated as "one organic whole."

Other defects in instruction.

Sometimes inferior results are due to a "lack of constant supervision;" occasionally results are unequal; one side of the instruction, for instance the drawing of natural forms, being very efficiently carried on, while in other respects the work is unsatisfactory. These differences of attainment are, however, not peculiar to Drawing, and in this case they may be expected to become less common as the training of teachers improves under the influence of the Classes under Art. 91 (D).

Art. 91 (D) Classes.

Dr. A. D. Thomson refers to the work of these classes in his district, and he expects as a result of it steady improvement in the Drawing of his schools, where, at present, the work generally is only mediocre in quality.

Drawing "from the flat."

With regard to the actual material used in the Drawing lessons, personal observation and experience in the schools of the Division have convinced me that there is still a great deal of Drawing from flat examples printed on cards; Mr. Munro Fraser has noticed in his district that flat pressed leaves are used in Nature Drawing of the Senior Classes instead of fresh growing sprays, and this also is practically drawing from "the flat." Now whatever may be the technical value of this exercise, its use in the Senior Division completely destroys the educational value of the subject. This value depends primarily on the training given in careful observation, and therefore in analysis, of the visual aspect of the object to be drawn. To the pupil the infinite complexity and subtlety of even the simplest object of perception will not be apparent; but the more carefully he is trained to see, the more he will see, and the more he sees, the more he will be able to represent. When he attempts to reproduce faithfully his own presentation of the object a great deal has been gained, his feet are on the right path. But all this is only true of actual objects, not of more or less conventional representations of these; therefore the flat example, since it gives little or no scope for observation and analysis, ought to be discontinued.

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In the organisation of the work in Drawing I am quite convinced that much good would result if, in the case of large Boards whose schools lie near each other, the Drawing of the whole area were placed under the supervision of an expert in the subject. His task would be, not to teach, but to organise the teaching; he would supervise, give instruction in methods, frame schemes of work, in short he would unify the instruction, and very greatly promote its efficiency. This plan would work very well in certain thickly populated districts in Lanarkshire, where the School Boards might well follow the excellent example set in this matter by the School Board of Glasgow in appointing a supervising Art Master. Desirability of appointing Supervising Teachers of Drawing.

Physical Training.

During the last three years various steps have been taken to increase the value, extend the scope, and give definiteness to the aims of the Physical Training given in our Schools. The Report of the Royal Commission on Physical Training (Scotland), and the work of the Inter-Departmental Committee in connection therewith, resulted in the issue of the Official Syllabus of Physical Exercises for use in Public Elementary Schools, and an Inspector of Physical Training was appointed; classes for the further training of teachers to give physical exercise effectively and intelligently had already been established under Art. 91 (D). Extended scope of Physical Training.

Authorities other than Your Lordships' Department have also been active in this matter. There is a growing feeling among the more intelligent sections of the community that Medical Inspection of Schools is desirable for hygienic reasons, and, it might be added, for an educational reason—the necessity for a real knowledge of the physical condition of the children in our schools as a basis for the proper guidance of the pupil's mental activity and physical growth. Medical Inspection of Schools.

School Boards and Managers besides co-operating in the work of classes under Art. 91 (D) have in two instances gone further. They have appointed Supervising Teachers—experts in Physical Training—whose functions in this sphere will be analogous to those outlined for the supervising teachers of Art in the report on Drawing. The supply of such teachers, who require special training for the work, will be one of the many great benefits which may be expected to follow—what Lord Elgin justly describes as an event "of national significance and importance"—the opening of the College of Hygiene and Physical Training under the Dunfermline Carnegie Trust. Appointment of Supervising Teachers.

The "healthy activity" noticed in regard to Physical Training in the General Report of last year no doubt continues throughout the Division, but the reports of the District Inspectors indicate varying degrees in its intensity. District Reports.

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Mr. J. C. Smith.

Mr. J. C. Smith enumerates the steps taken in his District to carry out the provisions of the Syllabus. These may be summarised as follows :—

(1) In all schemes of work the Syllabus was insisted on.

(2) In all Time Tables effect was given to Sections 16 and 17 of the Introduction.

(3) Joint visits were paid to schools with Captain Foster, Inspector of Physical Training, for the elucidation of underlying principles and the appreciation of results.

(4) A complete set of physical measurements on a plan devised by Captain Foster was taken for every child in the Glasgow Board Schools.

(5) The School Board and the Catholic Managers each appointed an expert lady-teacher to visit the schools and advise teachers as to the work of the Syllabus.

In this record from the Glasgow District we see the reforms inaugurated fully at work. The syllabus is in operation universally, careful physical measurements are recorded as a basis for future work, and the teaching is being supervised and directed by skilled instructors.

Physical Training for city children.

In a large city like Glasgow, where the home life of the people is often necessarily spent in narrow compass, and in vitiated, or at least exhausted air, where improper food, and unwisely used stimulants tend to weaken youthful life, and where personal cleanliness is not always possible, it is all-important that the evil effects of these conditions should be counteracted, as far as may be, by the exercise and atmosphere of the school. Hence the necessity for making provision for space, light, air, pure water, and healthy exercise of body, in the arrangements of school premises, and this has been amply done in the more recently built schools in both Glasgow and Govan.

Swimming: Govan School Board.

In the Govan School Board District the energy and enthusiasm which have been devoted to the teaching of swimming deserve special mention. Large and beautifully equipped swimming baths are provided in several schools, and many hundreds of pupils are yearly gaining mastery over this healthful and graceful art. The pupils in the Glasgow Public Schools receive instruction in swimming, under supervision, in the Corporation Public Baths.

Mr. Fleming.

In the Lanarkshire Schools examined by Mr. Fleming the new Syllabus has been generally adopted, but there is considerable variety in the quality of the results. There will, no doubt, be a general "levelling up" in this regard when the training of teachers has been perfected, but in this connection it is disappointing to learn that the class for women-teachers under Art. 91 (D) at Hamilton was a comparative failure. Mr. Fleming is undoubtedly right in thinking that teachers generally must have more knowledge of the subject and, it may be added, greater individual skill in the exercises than is common at present before steady progress is quite assured.

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Mr. Lobban, on the other hand, finds that the work in his District is generally satisfactory. In Dumfries and Galloway District a class under Art. 91 (D) at Dumfries was well attended and beneficial results are expected from it. Dr. A. D. Thomson, like Mr. Fleming, reports that the quality of the work varies "from poor to excellent." The new Syllabus is in use in a considerable number of schools, but, unfortunately, in a great many, suitable playground and class-room accommodation for thorough Physical Training is wanting. *Mr. Lobban.* *Dr. A. D. Thomson.*

It is sometimes contended that deficiencies such as these are of little importance in a rural district like Dr. Thomson's, and that in country schools physical exercises are largely superfluous. The external conditions are certainly very different in town and country. The country boy or girl, except perhaps when asleep, generally breathes pure air; there is often the long walk to and from the school along the quiet roads or across the hills. The boy often helps in the out-door farm-work, the girl in the kitchen or the dairy; and altogether the healthy natural environment tends to give every advantage to the growing nature. Still, if Physical Training is less necessary here for health and strength, it may be all the more necessary for grace and symmetry; further, the object of school training on the physical side is only half attained, even when symmetrical growth in bodily strength and activity is promoted; its aim is psychical as well as physical; it looks to the cultivation of attention and of will, and through these of the power of "self-control, concentration, obedience, order, alertness," all of which, as Miss Ada Reid, the Superintendent of Physical Education under the Glasgow School Board, has recently pointed out, are important elements in the formation of character, which may thus be influenced by systematic Physical Training; and the latter, therefore, is as important for rural as for urban school life. Physical Training in rural districts.

Both in town and country it has been a common arrangement to hand over the Physical Training to a military instructor. Into the general merits or demerits of this plan it is not necessary to enter in detail. It is sufficient to point out that it necessarily in most cases involves the relegation of "drill" to one or two formal lessons per week. Now this is not satisfactory, either from the point of view of physical growth pure and simple, or from an educational stand-point. Physical exercise, to be really beneficial, must not only be systematic, strenuous, properly graded, and rightly adapted to the bodily needs, but it must, above all, be regularly given at comparatively short intervals of time. Twenty minutes or a quarter of an hour daily devoted to it is far better in every way than a lesson of half an hour or forty-five minutes twice a week. Physical Training given by military instructors. Disadvantage of infrequent lessons.

Even when the teacher gives the exercises, it is too often found that the latter is the plan adopted, and it is in consequence of this that the appearance on the Time Table of the short recreative exercises referred to in Section 17 of the Introduction to the Syllabus has been specially insisted on by Mr. J. C. Smith in the Glasgow

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District. Mr. Smith remarks, however, that, when the habit of giving these exercises has been thoroughly formed, the matter may be left to the discretion of the teachers.

Blind, Deaf-mute, and Defective Children.

Central Institutions.

Blind and deaf children in the District of the Glasgow School Board are generally educated at large central institutions for the purpose—the blind at the Royal Asylum for the Blind, and the deaf at the Glasgow Institution for the Deaf and Dumb at Mount Florida.

Numbers in ordinary schools.

In addition, instruction has been given during the past year to thirty blind children distributed over six of the ordinary schools.

Classes for the Deaf in Govan.

In Govan the special class of deaf children, twenty-two in number, at Copeland Road Public School continues to be conducted by Miss Waugh with all the success of previous years. The method is entirely oral, and the full curriculum of the ordinary school is in use. There is also a Continuation Class for the deaf with a roll of fourteen.

In Greenock and Paisley.

Through Mr. Munro Fraser interesting accounts of their work have been received from the teachers of the Classes for the Deaf in Greenock and Paisley. Mr. Munro Fraser remarks of these classes that—

> "At present a pupil who passes through the whole course, if possessed of good ability, may be expected to attain in the ordinary subjects a standard equal to that of a child of eight or nine in a day school. Articulate Reading, taught by the oral method, is, in the best cases, rather indistinct, but lip-reading, especially when the pupil carries on a conversation with persons familiar to him, is rather good. This applies only to pupils who have gone through a course of at least four years' duration."

Methods.

At the Greenock class the number on the roll is twenty-five, at Paisley it is eighteen. In both cases the oral method is employed, but children, who are found to be unsuitable subjects for this method, are taught by finger-spelling. One cause of unsuitability for oral teaching is the late age at which some of the deaf are sent to school. The earlier the oral system is begun the better is its chance of success. One is therefore glad to see in Miss Patterson's account of the class at Paisley, that the youngest children are taught entirely by the oral method, but she gives an instance of a boy of thirteen in her highest class, who entered the class a year ago, and who is not yet able to speak, or to read the lips, thus showing the disadvantage of late entry.

Special School at Bridgeton.

Miss Monteagle, the principal teacher of the Special School at Bridgeton, under the Glasgow School Board, has sent, at my request, a most interesting and valuable account of their classes for mentally and physically defective children. This account

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well deserves to be quoted in full, but considerations of space permit of a summary only. I give first a statistical table compiled from Miss Monteagle's figures showing the details of the various classes :—

SPECIAL CLASSES FOR DEFECTIVES (GLASGOW).

Name of Class.	Accommodation.		Roll.		Teachers on Staff.	Remarks.
	Physical Cases.	Mental Cases.	Physical Cases.	Mental Cases.		
Bridgeton— Special School	60	40	53	30	6	Structural alterations made, and special furniture provided.
Calton— Special Classes	—	40	—	40	2	Mentally defective children only.
Camlachie— Special Classes	—	40	—	40	2	Mentally defective children only.
Finnieston— Special Classes	60	40	55	29	5	Both mental and physical cases.
Oatlands— Special Classes	—	40	—	38	2	Mental cases only.
Woodlands Institute	60	—	60	—	3	Physical cases only.
Totals	180	200	168	177	20	

Auxiliary agencies.

In the centres where physically defective children are taught, a nurse is in attendance to accompany the ambulance vehicle which brings the children to school, and takes them home. She looks after the children at the mid-day interval, and generally aids in anything pertaining to their health and comfort. There is a committee of ladies, who voluntarily do admirable service—brightening the lot of these unfortunate little ones, by visiting the classes and the homes of the children.

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Training of Teachers.

Some of the teachers have received special training in London for the work of dealing with mental cases, and these in turn are now able to instruct their more recently appointed colleagues and assistants. Special methods must, of course, be employed, and great tact and patience, as well as professional skill, are required for successful work among defectives. It is not too much to say that such qualifications are abundantly evident among the carefully selected staff of these classes.

Defective utterance.

Defective movement.

Moral training.

Defects of utterance, such as stammering, are common, and are met by special training on a phonetic system in connection with reading and speech exercises. Defects of gait and carriage, characteristic of many mental defectives, are corrected by carefully arranged physical exercises, including breathing exercises. Manual occupations receive special attention, and the teaching of cleanliness, neatness, obedience, and self-control has a prominent place in the daily work.

Miss Monteagle finds that emulation is of great service in teaching defectives, and she solves the great difficulty there must be in classification, by sub-dividing her classes into small groups of nine, five, or even fewer children.

Suggestions: *Miss Monteagle.*

Among this teacher's suggestions the following seem to be of special value :—

"If the age-limit were raised in the case of mentally and physically defective children to sixteen years, the benefit to these children would be great. Many children are taken from school by their parents to earn an odd copper, at fourteen, when, by another year or two of training, they might manage to make their own way in the world."

If children are prematurely withdrawn—

"The time and money spent on them will prove of little avail."

"All Special Schools should be supplied with bathrooms, and the children might thus be trained to habits of personal cleanliness."

Govan: Classes for Defectives.

Under the Govan Parish School Board there are two classes for mentally defective children—at Church Street Public School, and at Broomloan Public School. There is also a school for physically defective children at Anderson Street, Partick.

I am indebted to the teachers of these classes for certain details of their work.

In the case of the Anderson Street School the arrangements and scheme of work are similar to those made for the physically defective at Bridgeton. Special furniture is provided by the School Board, the Evangelistic Association provides a nurse and surgical appliances, a Ladies' Committee gives an ambulance, and the means for providing a mid-day meal for the children at a low charge, but all three agencies do much more than can be detailed

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here to promote the mental and physical health of the children in this school.

In the Church Street Class for defectives there are seventeen, at Broomloan fifteen pupils, and the work is in all respects similar to that already described in connection with the Special School at Bridgeton.

Supplementary Courses.

Supplementary Course instruction is steadily becoming a more prominent feature of school work throughout the Division. In proof of this, it may be best to adduce the testimony of the District Inspectors.

Mr. Harvey (Lanarkshire) remarks :—

Mr. Harvey.

"Supplementary Classes have been established in a great many schools, and they are of much benefit to pupils who remain in them for two years. The model Supplementary Class is one in which the pupils are drawn from the Senior Division of the same school, and in which the pupils are drawn from the Senior Division of the same school, and in which the class is large enough to give an enthusiastic teacher sufficient scope."

Mr. Munro Fraser (Renfrew and Argyll) reports :—

Mr. Munro Fraser.

"Another year's experience of the work done in Supplementary Courses has served to deepen the impression that was formed of its value as an intellectual and moral discipline, and as a preparation for the realities of life. The best results have naturally been obtained in schools where the classes are large enough to monopolise the time and attention of a special teacher. But even in small country schools, where formerly homœopathic doses of bad Latin and worse French were supposed to bring the elementary scholar's career to an appropriate termination, the working out of a Supplementary Course has given many a boy and girl a new outlook upon life, and has at the same time provided mental stimulus to the teacher himself."

Dr. A. D. Thomson (Dumfries and Galloway) says :—

Dr. A. D. Thomson.

"Supplementary Courses are growing in number. There are now some thirty recognised Courses in Dumfries and Galloway, and schemes for a few more are at present under consideration. Of the educative value of a Supplementary Course there is now no question. Forming, as it does, the natural development of previous studies, it is a goal which the majority of schools should aspire to reach, and as most of the subjects included in these courses are of practical interest to the pupils, at a time, too, when their judgments are sufficiently matured to appreciate the value of the questions raised, it is no wonder that the work of the Supplementary Classes is carried on by teachers and pupils alike with enthusiasm and zest."

Mr. Lobban (Ayrshire) reports :—

Mr. Lobban.

"Supplementary Classes are becoming fairly numerous in the district. The main function of the Supplementary Course is to consolidate and extend the pupil's knowledge of the ordinary English branches, and to develop a taste for Reading. That this function is in most cases being fulfilled there can be no doubt whatever."

Mr. J. C. Smith (Glasgow), whose account of the actual working of a Supplementary Course in his district is given below, states his general conclusion on the subject as follows :—

Mr. J. C. Smith.

"Our boys are now leaving the Elementary school better equipped for life, whether as men, as citizens, or as workmen than their predecessors in the same station ever did."

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Govan and Dumbarton.

There are Supplementary Courses in practically all the large Govan Schools, but, except in the case of such subjects as cookery, laundry, and wood work, nothing has been done in the direction of centralising this type of instruction, and the courses lean mainly to the commercial side. The Board, in addition to Hillhead High School, have five Higher Grade schools. In connection with these two remarks fall to be made; first, there has hitherto been a distinct tendency on the part of parents to rush into these Higher Grade schools pupils who properly ought to be receiving instruction in Supplementary Courses, as they have no intention of completing the Higher Grade Course; secondly, there has hitherto been a perceptible tendency on the part of teachers to retain bright pupils for one year in a Supplementary Course, until they have gained a Merit Certificate, when they enter a Higher Grade School. This matter will be again alluded to in connection with Higher Grade work.

Supplementary Courses in Voluntary Schools.

A striking fact, which appears on a general survey of Supplementary Course work in the Division, is the comparative absence of such Courses in the voluntary schools. For example, while there are thirty-seven Supplementary Courses in the public schools of Glasgow, there are only seven courses in the Roman Catholic Schools for a population of over 100,000, not one child in sixty from this section of the community reaching this stage.

Nature of Courses chosen.

There is general agreement among the District Inspectors that, while the English subjects of Schedule V. are of course common to all, the Commercial Course finds favour too frequently. This is doubtless due to the circumstance that the Commercial Course is to some extent a kind of expansion of the old "Standard VI." and consequently admits of easier adoption. In all cases, local conditions should doubtless be the main determining consideration as to what course is preferable in particular districts, but there can be little doubt that in urban districts, such as Glasgow and Govan, and in crowded centres of population like the Middle Ward of Lanarkshire, Courses in which the staple of the instruction is industrial in the case of boys, and Practical Housewifery in the case of girls, should find favour. In this connection it is satisfactory to note, on the authority of Mr. J. C. Smith, that in the case of Glasgow, even where a Commercial Course has been adopted, a considerable industrial element has been introduced, a large amount of time being devoted to the Practical Geometry and Mensuration which form the characteristic feature of the Industrial Course. In fact the difference between the Industrial and Commercial Courses in Glasgow consists chiefly in the substitution of Book-keeping for Workshop practice, but even this is likely to cease as adequate provision of workshops increases. The Industrial Course, in my opinion, not only provides a more educative training for the future employment of the majority of the boys, but carries with it the great advantage of imparting the particular preparation fitting them for benefiting later on by the excellent technical training now becoming steadily more available

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in evening Continuation Schools. In the case of girls in city schools the majority are the daughters, and will be the housewives, of working men. It goes without saying that to give them a thorough training in every detail of Household Management cannot fail to tell upon the future happiness and comfort of the community, and where a course of this type is given under the direction of a mistress who unites competent knowledge of her subject with high tone and culture, the influence upon the girls in the direction of fostering and developing character can hardly be overestimated. Much remains to be done in furthering this type of instruction throughout the Division, and the centralisation of the work, to which the conservatism, not to say the jealousy, of teachers is a serious obstacle, is essential to its success, it being quite unreasonable to suppose that Boards will make provision for carrying out Practical Housewifery at *all* their schools. Still it is satisfactory to be able to report that considerable progress is being made; the most marked advance is at Paisley. In connection with this Mr. D. Munro Fraser reports: —

Mr. Munro Fraser.

"The Household Management Courses for Girls (in Paisley) are specially praiseworthy. A further step in advance was taken last year, when commodious premises were erected in connection with the South Public School for the better accommodation of the Housewifery classes. The lower flat of the new building consists of a dwelling house, the upper flat of a large room furnished for demonstration and practical lessons in Cookery and Laundry work. . . A conference was held with the School Board of Greenock last session in regard to the teaching of Household Management and other subjects, and a forward movement is confidently expected."

Miss Crawford, Inspectress of Cookery, etc.

Miss Crawford furnishes the following report on the Housewifery of the Division generally :—

"During the last two years there has been a large increase in the number of Cookery and Laundry Classes in this Division.

"In Glasgow and Govan Districts, nearly every elementary school has either a Cookery class-room attached to it, or a 'centre,' not far off. A large staff of teachers is employed by these two Boards, and the lessons are, for the most part, carried on throughout the whole of the school year.

"General Housewifery centres have been established by Glasgow School Board, and though the classes are still young, and the teachers groping their way, this feature of domestic training is proving a success. Laundry work also is more universally taught in this District than in any other in Scotland. Ample accommodation has been provided, and the class rooms have been furnished with everything necessary for successful treatment of the subject.

"In Paisley district the work is steadily advancing. Several new housewifery centres were opened last year, and the work gives promise of reaching a high standard of proficiency. Cookery is taught with a fair amount of success in this district. Too many gas stoves are still in use; many of the rooms have no open fire-places or ranges; consequently, the pupils are deprived of a very important part of the training. Laundry work has made little progress here, except in forming part of the Housewifery Course.

"In Argyll district, the principal classes are found at Campbeltown, Oban and Dunoon. Each of the three centres has been visited and satisfactory progress was noted.

"In Ayr district, Cookery instruction is chiefly confined to the schools of the larger towns. Very little Laundry work has yet been attempted,

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and nothing can be done in this connection for want of accommodation and appliances.

"In Dumfries and Kirkcudbright districts, the number of schools with Cookery as a class subject has not materially increased. Some good work is being done in many of the town schools, and, in the smaller schools where the subject is taught by one of the staff, invariably good work has been reported.

"So far as I know, Laundry work has not yet been adopted to any extent in this district."

Concentration of Higher Work at Airdrie.

It may be added that the School Board of Airdrie are about to proceed with the erection of buildings, which will allow of the concentration of all Higher Work, including Supplementary Courses as well as Higher Grade instruction, within the same building, and the plans include special provision for teaching Housewifery.

So far as there is any progress to report in connection with the introduction of Rural Courses, it is in Argyllshire. In this regard Mr. Munro Fraser reports :—

Rural Courses. *Mr. Munro Fraser.*

"Rural Courses are almost wholly confined to Argyllshire. They are of various degrees of merit, but they are worthy of mention here, as honest and fairly successful attempts to carry out the suggestions of Circular 374. These Courses are conducted at Easdale, Claggan (Morvern), Tayvallich, Skipness, Clachan and Auchencorvie in Argyll, and at Bishopton (Erskine) in Renfrewshire. School gardens are used for practical teaching in connection with all these schools, and, even in cases where the Rural Course does not exist, the use of the school garden as a help to the teaching of Nature Knowledge is pretty common."

Supplementary work in small rural schools.

In many cases in purely rural districts the numbers at the Supplementary Course Stage must necessarily be small, and under such conditions teachers may sometimes be inclined to take a somewhat despondent view of the possibility of overtaking any really valuable work. It must not be lost sight of, however, that one of the main aims to be kept steadily in view in connection with this type of work should be the fostering in the pupils of habits of self-reliance and independent study. The most fruitful results are likely to be reached in proportion as scholars can be got to work for themselves under judicious guidance. In fact, what one would like to see in purely rural schools would be small groups of boys and girls, working on the same lines as when in former days young men used to come to school for further instruction during the winter months. While

English in Supplementary Courses.

the aim and object of all supplementary instruction ought to be to deepen, broaden and extend the elementary knowledge already acquired, giving it, at the same time, such a practical bent as may be considered best adapted for the future career of the pupils, the back bone of all such Courses should be a thorough study of English. Some acquaintance with good literature should be made, and the pupils, as far as may be, imbued with a taste for it, and reasonable facility in the expression of their ideas on ordinary subjects should be acquired; and any course which fails to secure in some degree these results cannot be regarded as successful. In fact, the English teaching at this stage should be exactly the same in kind, although varying somewhat in degree, as that aimed at in the Higher Grade

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School. In order to the carrying out of this, not only a supply of reference books, but a small lending library specially selected for the purposes of the Course is essential. In this respect reference should be made to the munificent liberality of Mr. J. C. Coats of Paisley in providing school libraries. So far as the Western Division is concerned, these libraries have been mainly provided in the insular and outlying districts of Argyllshire, but in many cases similar gifts have been made in Renfrew, Bute, Dumbarton, Ayr, and Galloway. In all, over 100 libraries have been presented; the selection of books, consisting in every case of History, Biography, Travel, Natural History, and Fiction, could not have been better made, and all the Inspectors interested bear warm testimony to the benefits conferred upon the schools.

School Libraries Gifted by Mr. J. C. Coats.

One aspect of Supplementary Course teaching is its direct bearing on the formation of character. The pupils have reached that stage in their growth when their whole nature is specially plastic and ready to receive and permanently bear for the future the impress of all the influences which may be brought to bear on it. No teacher alive to his opportunities, and with a high sense of his responsibilities, should lose sight of this aspect of the question. On this point Mr. Munro Fraser has, in the course of his able and interesting Report on his district, the subjoined remarks:—

Moral influence of Supplementary Course.

"If the all-important end of education is a moral one, I am decidedly of opinion that some direct and definite moral instruction should be introduced at the Supplementary Course stage, and that this instruction should be given by the Head Master and the Head Infant Mistress of the school. Many pupils come into collision with the criminal law after they leave school through sheer ignorance of the dangers that beset their path and the temptations that lie in their way. What a contrast is presented by the law and order that prevail in a well disciplined class, and the shoving and the hustling and the foul-mouthed talk of lads in a railway train on a Saturday night! Surely something more can be done for the training of character in school than is done at present. 'My own ideas and feelings,' says one of my best Infant Mistresses, 'lead me to think that there is too much grind, too much book work, too much haste, too little ethical training, too little personal contact between pupils and their teacher, who in the best sense should be a friend and a guide. . . . All I plead for is more time for personal contact with the girls, time to teach them to think, and to act wisely, to be true women in speech and manners and heart.'"

"I am aware that training in character should be a product of school life from the beginning of it to the end, and that personal influence is the most important factor in this connection. But at the same time, I believe that the formation of right ideas and the rational appreciation of them are highly important also, more especially just before a pupil is launched on the world to fight and fend for himself."

Last year Mr. J. C. Smith gave, with the view of illustrating the amount of really valuable educative work that can be overtaken in a well-devised scheme of supplementary instruction, a most interesting example taken from a Girls' Course. This year he has done the same in the case of a Boys' Course. It is so interesting

Mr. J. C. Smith. Typical Boys' Supplementary Course.

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in itself and illustrates so well what, under wise guidance, can be really accomplished that I give it practically in full:—

"I have before me the record of work of a boy in an ordinary Industrial Course. This record extends to 330 small octavo pages, giving an average of more than one and a-half pages to each daily entry. To our ideas at the time when these Courses were started, this would have seemed an excessive amount, but, when it is considered that it consists largely of *précis* or summaries of oral lessons, it will be seen that it is, in effect, a continuous effort in English Composition of a very valuable kind, well worth the time spent upon it. In this connection I may add that it is beautifully written throughout, and that in all the 330 pages I have not noted more than half a dozen slips in spelling or grammar, so that I may say of my subject as his first editors said of Shakespeare that, 'I have scarce received from him a blot in his papers.' The entries are in the form of a diary. I will not here discuss the relative merits of the Journal and the Ledger form of entry, though I am pretty clear that from the Inspector's point of view at least, the advantages are on the side of the latter.

"The Course, like all our Glasgow Industrial Courses, embraces the subjects of Schedule VA., VI. (ii), a selection of VB., with Physical Exercises and Singing, and a good deal of Model and Freehand Drawing.

"The method pursued in the study of English is practically identical with that described in my last year's report, and need not again be dwelt on. The books studied (at home or in school) and reviewed in school were Scott's *Kenilworth*, Lord Avebury's *Uses of Life*, Lamb's *Tales from Shakespeare*, Kingsley's *Westward Ho*, and Shakespeare's *Julius Cæsar*. Of these the first and the last received most attention, the play in particular being minutely studied in class and considerable portions learned by heart. The record contains a fairly full summary of the subject-matter of all these books. Their study gave occasion for constant use of the Dictionary, and Lord Avebury's work entailed frequent reference to the Biographical Dictionary as well. In the earlier part of the session, some systematic attention was paid to the formal side of Composition, *e.g.*, sentence-grafting, the use of relative and noun clauses, and of quotations. For free composition the subjects were sometimes general, but were more often drawn from the subject matter of the books read, or of the topics discussed under Schedule VB. Indeed, as I have said, the record itself amounts to a substantial effort in composition. For Repetition, the boys learned Wordsworth's *Daffodils*, and *Solitary Reaper*, Hogg's *Skylark*, a song from Tennyson's *Princess*, prose extracts from Bacon and Addison, several gnomic passages from Shakespeare, and (better than that) considerable extracts from the play which they were reading. (The memorizing of detached passages is a practice for which I do not greatly care; the proper place of Repetition in a scheme of English studies is a question as yet but little understood.) I regret that the record from which I quote contains no list of the library books read by its owner during the session. The use of the library, whether School Library or Public Library, is a most important part of the discipline of these Courses. Many of our schools now contain small lending libraries; in others the Supplementary Course is affiliated to the neighbouring branch of the Corporation Library, and the pupils read from an approved list of books. In this way many of them get through ten or twenty good books a year; indeed, I have sometimes felt it necessary to warn both pupils and teachers against excess in this matter. The boys are much greater readers than the girls—probably because they are not required to help in the housework. Of course, they affect chiefly Kingston or Ballantyne the brave, or Henty, the Homer of a later day than mine; but Scott and Kingsley are not neglected, and occasionally they attack Travel and Biography.

"A striking feature of the Course under consideration was the amount of attention bestowed on the subjects of Schedule VB., almost all of which were touched. I set aside the Temperance lesson, which, being given apparently once a week in lieu of Religious Instruction, may be regarded as

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outside the secular field. First in bulk comes that group of subjects popularly known as 'Empire Study,' embracing a wide and fairly minute survey of the History, Geography, Trade and Government of our chief colonies and dependencies, as well as the staple industries of the mother country. Lord Avebury's book gave occasion for the discussion of a number of topics which may be classed together as 'Citizenship,' and which touched on such themes as 'Money,' 'Trade,' 'Rights of Citizens,' 'Patriotism,' 'Character,' 'Libraries,' etc. These two subjects involved a certain amount of newspaper study—though less than I could wish to see—of such current topics as 'Licensing,' 'The Thibetan Treaty,' etc. It would have been well to develop this side even at the expense of some part of the 'Empire Study,' for a complete summary of any subject is less important than the opening up of new vistas and the formation of habits of self-education. It is no part of our plan to send these boys away from school in the opinion that they know everything about anything. Rather, they should feel that what they know is a mere foretaste of the great feast that awaits them. Nature knowledge concerned itself at first with a little elementary mechanics, but, presently, took the form of lessons in the Laws of Health, touching on such subjects as recreation, cleanliness, ventilation, etc.

"In Geometry, the boys mastered the principal facts contained in Euclid I. and III., with parts of IV. and VI. These facts they mastered at first in an inductive or intuitive way, by actual Drawing, Measuring, and Paper-cutting and Folding. But this knowledge was not purely empirical. The accounts which their records give show that they had acquired some grasp of principles as well; and towards the close of the session a return was made upon such central propositions as I., 4; I., 8; I., 32; and demonstrative proofs were given. These Geometrical facts as learned were applied to the Mensuration of Areas—of rectangular figures and circles—and of the area and volume of easy solids. Towards the close of the session they began the study of graphs, proceeding from graphs of statistics to the use of graphs as ready reckoners, and for the solution of easy simultaneous equations. Arithmetic consisted partly of general Arithmetic, *i.e.*, a revisal of the higher rules with such portions of bankers' Arithmetic as interest, discount, exchange, and foreign moneys; but chiefly of calculations applicable to Mensuration and workshop Practice, *e.g.*, Square and Cube Root, Decimal approximations, Contracted Methods of Multiplication and Division of Decimals, Duodecimals, the Metric system, etc.

"Besides their Geometrical Drawing, the boys did a good deal of Free Drawing—Design, Model and Nature Drawing. The last was done in the workshop, where they drew from nature sections of the timber they were using, etc. But workshop practice consisted chiefly of (1) instrument-drawing of models in orthographic and occasionally in isometric projection; (2) the construction of models from these drawings. The Woodwork Course being, apparently, finished before the end of the year, they took to metal work in tin and wire, but with what success I have not yet been able to judge.

"Finally, they had half an hour's Singing per week and learned and practised nine new songs; and half an hour's Physical Exercise per day. Their Physical Training included Swimming (in the summer months) Gymnastics (with the ordinary apparatus), Club-swinging, exercises on the quick-march, the slow march, and the double, and free standing exercises.

"A review of this Course—and there are a score of such Courses in Glasgow—will, I think, convince any candid reader that our boys are now leaving the Elementary School better equipped for life, whether as men, as citizens, or as workmen than their predecessors in the same station ever did. Our boys—I should add 'those of them who attain to this final stage.'

"As the record on which these remarks are based contains no list of Library Books read, I have procured another record, this time from a Commercial Course. The general scheme is much the same, except that Book-keeping and Penmanship take the place of Workshop Practice, and the arithmetic

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consists more largely of Counting-house operations. A good deal of geometry, however, has been done, and in the latter half of the session a start has been made in Algebra. Newspaper study forms a regular, in fact, a daily item. Under the head of Repetition I observe with pleasure that many of the prose extracts were taken from the Bible. But the most interesting feature of the course—and that which led me to obtain this record—is the long list of books studied at home or in school or voluntarily read from the Library. During the session this particular boy voluntarily read no fewer than twenty-six books out of the School Library."

There is, however, another side of the shield in this Supplementary Course question, to wit, the disappointingly small numbers that reach this stage. Practically all the District Inspectors refer to this point, but it can be best illustrated by the subjoined statistics furnished by the Department for the whole Division :—

No. I.

STATISTICS RELATING TO THE WESTERN DIVISION FOR THE YEAR ENDED 31ST AUGUST, 1905.

Number of District.	County or District.	Average Number enrolled.	Actual Average Attendance.	Scholars passed for enrolment in Supplementary Courses.	Average Attendance paid grant under Art. 21 (Supplementary Courses).	Scholars passed for the issue of Merit Certificates.
7	Lanark, part of	110,486	95,720	4,995	1,592	668
	Bute, County of	2,873	2,527	177	81	45
	Argyll, Island of Mull	704	611	34	40	7
	Total	114,063	98,858	5,206	1,713	740
8	Lanark, part of	89,260	77,663	4,093	1,883	487
	Dumbarton, part of	3,203	2,735	186	—	—
	Stirling, part of	1,197	1,069	116	51	19
	Linlithgow, E. Benhar Colliery Public School	144	119	—	—	—
	Total	93,804	81,586	4,395	1,934	506
9	Ayr, County of	49,422	42,512	2,408	1,011	328
	Renfrew, Parish of Skelmorlie	192	163	10	15	6
	Total	49,614	42,675	2,418	1,026	334
10	Dumfries, County of	13,000	11,546	692	179	50
	Kirkcudbright, County of	7,280	6,382	404	104	27
	Wigtown, County of	5,953	4,974	182	114	46
	Total	26,233	22,902	1,278	396	123
11	Lanark, part of	36,307	30,485	1,560	434	174
	Dumbarton, part of	18,273	16,096	760	203	63
	Total	54,580	46,581	2,320	637	237
12	Renfrew, except the parish of Skelmorlie	52,945	45,884	3,187	1,352	455
	Argyll, except the Island of Mull	11,299	9,949	839	487	109
	Inverness, Parish of Small Isles	58	51	2	—	—
	Tota	64,302	55,884	4,028	1,839	564
	Total of Western Division	402,596	348,496	19,645	7,545	2,504

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I have summarised the totals involved and tabulated them with certain relevant percentages, in the following statistical Table (No. II.) to which also I desire to call attention.

(1) No. of District.	(2) Average Number on Roll.	(3) Average Attendance.	(4) Passed Qual. Exam. Art. 29.	(5) Percentage of (4) to (3).	(6) No. of Merit Certificates.	(7) Percentage of (6) to (4).
No. 7. Mr. J. C. Smith -	114,063	98,858	5,206	5·2	740	14·2
No. 8. Mr. Harvey - -	93,804	81,586	4,395	5·3	506	11·5
No. 9. Mr. Lobban - -	49,614	42,675	2,418	5·6	334	13·8
No. 10. Dr. A. D. Thomson	26,233	22,902	1,278	5·5	123	9·6
No. 11. Mr. A. R. Andrew -	54,580	46,581	2,320	5· (very nearly)	237	10·2
No. 12. Mr. D. Munro Fraser	64,302	55,834	4,028	7·2	564	14·
Totals	402,596	348,436	19,645	5·6	2,504	12·7

Conclusions from Statistics.

It will be seen that the percentage (Column 5) of those who pass the qualifying examination is very uniform throughout the Division, and, with one exception, varies little from the general percentage of 5·6. But, as has been pointed out (*see* Report on Organisation) there is general agreement that this number should approximate to 10 per cent. of the average attendance. In fact, the tables show a deficiency, on a 10 per cent. basis, of 15,198 for the whole Division. Even if we assume that this percentage should be no more than 8, and no one has suggested a lower figure, there is still a deficiency for the Division of 8,230 pupils who should have passed the qualifying examination, but did not, and who, in many cases, will leave

Percentage of qualified pupils to average attendance.

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without reaching this stage. But if the numbers who reach the Supplementary Course stage are therefore too small, it cannot be said that the number of those who pass through the course is more satisfactory. Only 12·7 per cent. of those who pass the qualifying examination obtain the certificate which shows the completion of a Supplementary Course, and of the primary school curriculum. Now though many who pass the Examination enter Higher Grade schools and do not therefore claim the Merit Certificate, still, after making allowance for these, this percentage cannot be considered high enough. A higher number than the general percentage is reached in three districts, but nowhere does it touch what might reasonably be expected.

Percentage of qualified pupils who obtain Merit Certificates.

Average attendance in Supplementary Courses.

We find from the first table that Article 21 grants for scholars in Supplementary Courses were paid on an average attendance of 7,545. I understand that this is about 95 per cent. of the total enrolment in such courses. There were, therefore, over 7,900 pupils enrolled in Supplementary Courses last year, but general statistics (page 10 General Report of last year), prove that approximately 20 per cent. of the children in all schools are between 12 and 14 years of age. Now these are the pupils who for the most part should be in Supplementary Courses, but this would give, if we apply this percentage to the roll for the Division, no less than 80,000 children, and we find less than one-tenth of this number actually enrolled in Supplementary Courses. Of course, as before, allowance must be made for pupils at these ages in Higher Grade, and Higher Class schools, but after every such circumstance is considered, it is evident that this proportion is much smaller than it should be.

Statistics of pupils leaving before passing through Supplementary Course.

There is another way of looking at this matter; there are nine years of school-life, and, on an average, we may assume that a similar number enter school life every year, and consequently, approximately a similar number will leave at the end of each school year. Therefore, about a ninth of the total enrolment will leave each year. After deducting all the pupils enrolled in Higher Grade schools this should give us roughly the number who should leave each year after having fulfilled the full curriculum. The total enrolment for the Division, 402,596, less an approximate enrolment in Higher Grade schools of 5,200 gives 397,396, one-ninth of this is 44,155. This should represent the number of pupils who should leave school possessed of the Merit Certificate. The actual number was 2,504. That is to say of every hundred pupils who should have left school after having completed the curriculum laid down for the average pupil, we find that only six do so. Such a state of matters speaks for itself.

In the area of the School Board of Glasgow there were in average attendance during the Session 1904–1905 in the Public Schools 68,511 children, and of these 3,698 passed the qualifying examination and 4,076 were enrolled in Supplementary Courses or in Higher

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Grade schools, among whom 2,312 were in Supplementary Courses. This gives a rate of enrolment (in Supplementary Courses) of about 3 per cent., or, if we include all those enrolled in Higher Grade schools, the proportion of pupils receiving higher instruction is nearly 6 per cent.

This means that not only are a great number of children leaving school without receiving the benefit which well-devised supplementary instruction would confer, but the managers subject themselves to very serious financial loss. Taking the most reasonable view there should be at least 2,000 additional children in the Supplementary Courses in Glasgow. This deficiency represents a very considerable annual loss to the Board. The same state of matters prevails in an even more intense form over the other districts but especially in Lanarkshire. Cases have come under my own observation of large schools of over a thousand in attendance where only the merest fraction of the pupils are at present completing a year's attendance at this stage. The cause of this lamentable state of matters is a very complex one—the late age at which, in many cases, children are brought out to school, irregular and intermittent attendance during their course, faulty classification, and lack of sufficiently vigorous and effective treatment, with correspondingly slow progress through the elementary stage, all contribute. All these causes admit of remedy. There is no reason, other than the unwillingness of Boards to face their responsibilities in the matter, why in the urban and thickly populated manufacturing districts the children should not be brought into school as near five as possible. The schoolrooms are in most cases airy and spacious, and the children are under healthier conditions for the most part in school than in their own homes. Intermittency, although in many districts Boards are taking more active steps to remedy this, is still excessive. I am convinced, however, that, even where managers have been doing their best to bring the children out to school, and keep them regularly there, much responsibility rests with the teachers. Improved classification and more intelligent methods of dealing with all the subjects of the Elementary Course would result in quicker promotion, and the presentation, between the ages of twelve and thirteen, of much larger, and better qualified groups of pupils, than are being put forward at present in the great majority of schools.

On this point I quote the emphatic testimony of Mr. J. C. Smith :—

"I have left myself neither room nor time to deal with the Qualifying Examination as it deserves. I can only say here that, judging by this test —by the total annual output of pupils qualified under Article 29—the final result of elementary school instruction in this district is still very far from satisfactory. Unsatisfactory as the Board School results are, the results obtained by Roman Catholic Schools are much worse. In this district at present not more than *one Catholic child in sixty* annually reaches the Supplementary Course stage. To these fall to be added the pupils annually

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enrolled in the first year's course of the Higher Grade and Higher class Departments. But the total annual output does not exceed 3 per cent. The cause does not lie in late entry, for the Catholic children on the whole turn out to school earlier than the Protestant children; nor to any great extent in irregularity, for their attendance is practically as good. Some allowance must be made for the generally poorer circumstances of these schools. But something, I fear, remains, to be accounted for only by defects of classification and instruction."

Classes for the Further Instruction of Teachers under Article 91 D. of the Code.

Science and Drawing.

Mr. F. W. Young reports:—

Number of Centres Drawing and Science.

"Although the number of centres in the Western Division, at which 91 D. classes were held last session, is not so great as last year, yet the number of teachers taking advantage of the opportunities afforded them for instruction in Drawing and Science, is not far short of the previous year, while the interest and importance of the work appears to be steadily growing, owing mainly to the greatly increased attendance at second, third, and fourth year's courses of study.

Drawing.

"In Drawing forty-one classes were held at eighteen centres, and attended by over 1,400 teachers. Of these, no fewer than 200 have been in attendance at third year's Classes. This year 168 candidates for the Public School Teachers Drawing Diploma submitted work for inspection, after having completed the third year's course at the Glasgow School of Art, and seventy of them satisfied the examiners both as to their skill in drawing, and their ability to teach the subject. They have been awarded the Diploma in consequence. Gratifying evidence of the interest in Art awakened by the classes is to be found in the fact that seventeen out of the twenty-eight teachers who gained the Diploma last year returned to the School of Art for further instruction during the past session. Mr. Newbery reports that the attendance and progress of these post-diploma students have been in every way most satisfactory. Several of the lady-teachers, in addition to their ordinary lessons in Drawing, engaged themselves upon Art Embroidery, under the skilled guidance of Miss Paxton Brown. Some very pleasing work has been the result of this praiseworthy development.

School Board Classes.

"Mention must be made here of the enlightened encouragement of this work by the School Board of Glasgow, and the County Council of Lanark. At four centres the Glasgow School Board have well organised and highly successful classes for their own teachers, leading to a third year's course at the School of Art, while a large contingent of Lanarkshire teachers are aided to attend the Saturday courses at the same Central Institution; and, in addition, prosperous and efficient classes were, last session, conducted at Airdrie, Hamilton, and Lanark. The County Council of Ayr has for some years maintained large classes of the same kind in Ayr and Kilmarnock.

Science Classes.

"In Experimental and Natural Science nineteen classes attended by 269 teachers have been held at eight centres. At one school a fourth year's course of instruction was taken, at two a third, and at six a second course. The remainder were first session classes. All have been efficiently conducted. Of more than passing interest is the work undertaken in

Classes in Marine Zoology.

Marine Zoology at Millport Marine Station. The full course of study extends over three summers and aims at giving a sound practical acquaintance with the leading types and more commonly recurring forms of marine life. The classes, which were attended this year by over forty teachers, have now been placed under the general direction of Dr. J. F. Gemmill, upon whom the greater part of the labour of tuition has fallen. His knowledge and experience of the work have been of great service in framing the new scheme

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which has proved an entirely good and useful one for teachers in elementary schools. The Glasgow and West of Scotland Technical College offered, during the past summer, three courses of experimental study in Physics and Chemistry suited to meet the requirements of science masters in Higher Grade Schools They were taken advantage of by thirty-one teachers from all parts of the country. The classes were conducted in the fine new Physical and Chemical Laboratories of the College which are so admirably equipped for practical work. Most of the student-teachers had some previous acquaintance with the subjects treated, and all had such a knowledge of mathematics as made their progress rapid as well as eminently satisfactory. At Greenock and Hamilton courses of Manual Instruction in Woodwork were attended by thirty-two teachers. A high standard of attainment was reached at both centres.

Classes for Science teachers.

Mr. Lobban (Ayrshire) reports on the valuable work done by Art. 91 D. Classes in his district. He mentions a remarkable increase in the number of teachers taking French :—

Art 91D. Classes *Mr. Lobban.*

"Nearly sixty teachers were enrolled, and, at the recent examination for recognition, thirteen were accepted as qualified. Teachers who have already taken this class often return for a second session. The County Council gives a grant towards the travelling expenses of teachers going to the continent for language-study in vacation.

In concluding Mr. Lobban says :—

"There can be no doubt that these classes are having a most salutary influence throughout the county."

Higher Grade Schools.

There are fifty-seven Higher Grade Departments within the Division, and proposals for at least four others either have been, or are about to be, put forward.

Number of Departments.

During the past year all these schools had, with one exception, two or more visits paid to them, the first with a view to making acquaintance with the methods employed, and the others, towards the end of the session, for the purpose of reporting directly on the results of the teaching.

Visits of Inspection.

Speaking generally, steady progress is being made in the consolidation of the work, and the teachers are gradually acquiring clearer views of the aim and object of these Higher Grade Schools.

Progress.

That aim and object, however, which is to provide, by a well-balanced course of instruction, a sound general education, on the completion of which pupils may proceed to specialise according to their individual aptitudes or probable future employment, is much interfered with by withdrawals before the pupil's course is completed, and by the habit which still markedly and persistently continues of immature presentation with the view of securing passes in particular subjects at the Leaving Certificate examination.

Aim of Higher Grade Instruction.

The Higher Grade Schools of the Division are of two distinct types : in one, the instruction does not, and probably will not, go beyond the stage of the Intermediate Certificate ; in the other the Intermediate School largely serves the purpose of a Secondary School, giving its advanced pupils thorough preparation for entering

Two types of Higher Grade

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the University. Conspicuous examples of this type are Oban High School, Dumbarton Academy, Vale of Leven Academy, Airdrie Academy, Rothesay Academy, the Grammar Schools of Campbeltown and Lanark, Whitehill Higher Grade Public School, and Bellahouston Academy.

Characteristics of first type.

In schools of the former type, especially in those more recently opened, the first year classes are often crowded with pupils who have no real intention of pursuing the Higher Grade Course in its entirety, and who are merely waiting till the legal age of exemption releases them from school. This is a distinct weakness of organisation, and constant efforts have been made during the past year to separate the two classes of scholars, to bring all those who are genuine Higher Grade pupils together, and to relegate the others to duly equipped and approved Supplementary Courses. So marked, however, is this tendency in some instances that, unless the numbers actually completing a three years' course show a substantial increase, it will become a question, whether in these cases recognition of their Higher Grade status can be continued.

Combined Supplementary and Higher Grade Instruction.

It would, doubtless, tend to give the Higher Grade School a more distinct status were the pupils segregated in the way suggested above, to receive their Supplementary Course instruction at some other centre, leaving the *bona fide* Higher Grade pupils by themselves.

Advantages.

The carrying on of a Higher Grade Course and a Supplementary Course within the same building is, in some cases, however, not without its advantages. The English Course, for the first year at least, is equally suitable for both, and the Experimental Science teaching, which forms an essential element in the Higher Grade Course, is equally well adapted for pupils taking an Industrial Supplementary Course. The Supplementary Course ought, doubtless, to be separate from the Higher Grade Department as regards class-rooms, and time-table; but if these children are sent to another school they lose the advantages of the laboratory, workshops, and Art room with which most Higher Grade Schools are equipped, and it would be unreasonable to demand in all cases similar equipment in schools having Supplementary Course work only.

Desirability of Co-ordination in Rural Districts.

In cases where a Higher Grade School serves as a centre to which pupils desiring Higher Instruction come from a number of rural schools, it is very desirable that some co-ordination should exist between the centre and the neighbouring schools from which it may, to some extent, be fed. Teachers at such centres find that pupils before coming to them not unfrequently complete a year in a Supplementary Course. This, however valuable in itself, is a waste of time for the pupil who intends to complete a Higher Grade Course. This complaint is not confined to the rural schools; ground for it exists even in large urban areas. It arises no doubt from the desire of teachers to retain bright pupils under their own

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charge—a desire which, though natural enough, ought not in any case to be allowed to operate against the educational interests of the pupils.

Habit of immature presentation at Leaving Certificate Examination.

The persistent habit already mentioned of immature presentation for the purpose of securing passes in individual subjects at the Leaving Certificate Examination is a serious hindrance to the proper consolidation of the work of these schools. There are various causes for this; among them is the reprehensible practice of large School Boards publishing lists of passes and instituting comparisons between the results achieved in this respect by different schools, and by the same school in different years. This practice has tended to foster in the minds of parents a confusion between a mere pass in a subject and the Intermediate or Leaving Certificate proper, and teachers, my experience leads me to believe, not unfrequently yield to the ill-advised wishes of parents that their children should be presented on the mere chance of securing a pass. The extent to which this wholly unhealthy practice sometimes exists may be best illustrated by the fact that, in one Higher Grade School in the Western Division, of thirty-three pupils presented in a Lower Grade subject only five passed; in another, of twenty pupils presented in the same subject and grade only *one* passed; in still another, only *three* out of forty-three succeeded in satisfying the examiners. It is obvious that in such instances a great deal of premature presentation must have taken place. Only as teachers, managers, and parents come to realise that real educational benefit is to be derived by steadily pursuing, under thoroughly competent teaching, a well balanced course of instruction, and undergoing *at its close* an examination based first, on the teacher's estimate and record of the pupil's progress, secondly, on expert oral examination, and thirdly on the results of a written test, will the system of Leaving Certificates, either Intermediate or Higher, yield those benefits which it is Your Lordships' intention that they should confer. Doubtless, the new conditions in connection with the Intermediate Certificate which, it is understood, Your Lordships have under consideration will help to promote such continuous study.

Examples of its influence.

Benefit of Completing Course.

Organisation of the Teaching of English. Defects in English teaching.

During the past year attention has been specially directed to the organisation of the teaching of English. It is but fair to say that schools varied very much; but where the teaching of this subject was at its lowest ebb the practice seemed to be to put a text book, sometimes a mere book of extracts, but not unfrequently an English classic, into the hands of the pupils, and their time, in addition to practice in Reading, which should have been largely unnecessary at this stage, was taken up with a dreary round of parsing and analysis, varied by equally dreary exercises in the paraphrasing of detached passages of verse, and by a somewhat futile study of sentence pathology in the shape of correction of sentences illustrating various real or imaginary faults of grammar and diction. Little, if anything, was done in the direction of Home

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Reading, and even where something was attempted it was carried out in an entirely unsystematic and desultory fashion.

Composition.

The teaching of Composition invariably found a place in the work, but was often carried out by singularly formal, unfruitful, and unstimulating methods. A good deal of time was also occupied in "cramming" small manuals entitled "Lower English" and "Higher English," consumed evidently for purely examination purposes. A certain amount of Repetition was also generally professed, but the passages given often indicated little power of selection with a view to the cultivation either of emotion or of literary taste.

Repetition.

Aims of English Teaching in Higher Grade School.

How these should be attained, (1) School and Home Reading.

Now the teaching of English in a Higher Grade Course should have at least two distinct aims, first and chiefly, the cultivation of a taste for good literature, and second, to give the pupil facility in expressing in simple and lucid English his views on any subject within the range of his intelligence. The most effective way to attain the first of these aims is the study and careful discussion in class of one or more of the master-pieces of English prose and poetry, supplemented by a definite course of suitable home reading. With regard to the second aim, on the assumption that adequate practice in Composition,, both oral and written, has been given to the pupil before passing the "Qualifying Examination" the teacher must now show increasing resource in devising methods likely to draw out the pupils' interest and power. Many admirable text books on Composition are now being published, and teachers should make themselves acquainted with these, but no text book can take the place of unceasing discussion of subjects with the class, or of initiative and resource on the part of the teacher.

(2) New work in Composition.

Gradation of Reading.

As has been already indicated there should be careful gradation of the English Reading according to the year of study, and, in some degree, even apart from this, according to the class of the community from which the children are drawn. In the case of pupils entering on their first year, if means have been taken, as undoubtedly should be the case, to stimulate some taste for good reading in the Senior Division of the elementary School, one of Scott's longer poems, or one of his historical novels would probably be a suitable book to take up.

Details of Method.

Little oral reading should be necessary in class, but there ought to be a careful discussion of the work as a whole by the teacher, and a fitting of it into its exact position in History. This should be followed up by a minute investigation of particular passages, and if this is to yield its due fruit the co-operation of the class must be largely enlisted: they should be asked to institute comparisons between passages, to point out beauties and defects, to give instances of compressed and diffuse narrative, of humour, pathos, and other literary qualities. The work gone over should

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at the same time be steadily utilised for purposes of composition. Striking scenes of action, and passages of description should be reproduced by the pupils, and again the compressed narrative should be expanded, and the diffuse passages compressed, until, as progress is made, and aptitude grows, the pupils may be encouraged, during the second and third years of their course to reproduce incidents of their own experience in the style of the author they are studying.

Home Reading: Nature of Course.

Concurrently with this the pupil should be carrying out a judiciously ordered course of Home Reading. Very marked care should be taken to have this course well graded according to the stage of advancement. It should include prose as well as poetry, and in the case of poetry care should be taken that the poems selected are markedly typical of the author; a lesson should not unfrequently be devoted to the discussion of some particular poem read, as illustrating the special spirit and outlook of the author in question, these points being further illustrated by the reading of other poems by the same writer, which the teacher's fuller knowledge will enable him to select and comment upon.

Abuse of Literary Biography.

Owing, doubtless, to the exigencies of examination a considerable amount of time in the English teaching is often devoted to mastering biographical details of great authors so that a pupil may be able to tell who wrote this and the other celebrated book. Knowledge of this kind is largely useless. Interest in an author should spring from acquaintance with his writings, which again has produced a desire to know some details of his life, but the study of literary biography previous to such acquaintance, or with only a fragmentary knowledge of the author and his works, is largely a waste of energy.

Teaching of History.

The teaching of History in the Higher Grade Course should be closely correlated with the studies in literature; and in geography, since the ordinary details should have been previously mastered, the commercial, and still more the physical, aspects of the subject should be prominent, and the study of Ordnance Survey Maps of the district round the school should be here, as in Supplementary Courses, an important part of the work.

These points of method have been in the past year uniformly insisted upon, and are now, with varying degrees of success, actually in operation.

Modern Languages.

Very distinct and gratifying progress is being made in the teaching of Modern Languages. At your Lordships' request a list of the teachers engaged in this work was recently drawn up, comprising the Modern Language Staffs of the great majority of the Higher Grade Schools of the Division. An examination of this list brings out the fact that a very considerable proportion of the teachers so engaged possess eminently satisfactory qualifications. Many have had the advantage of prolonged foreign residence, another

Qualifications of Teachers.

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contingent have sought to qualify themselves by means of Vacation Courses both in France and Germany; others have availed themselves of the opportunities offered by "91 D." Classes, established at various centres throughout the Division through the County Committees, and the good done by these classes merits special mention. In some instances, however, the attainments of certain teachers were found to be so meagre and unsatisfactory as to render necessary the recommendation that they should no longer be recognised as fitted for this work. Teachers of this type were most frequently found in charge of beginners' classes. It cannot be too strongly emphasised that it is exactly at this stage that the most skilled treatment of a Modern Language and the employment of the most modern methods are essential.

Phonetics.

It is pleasing to note that in some instances teachers had in the course of their foreign residence acquired some knowledge of Phonetics, and were making skilled use of it in connection with their work, especially at the earlier stages. A very striking instance of this was met with in connection with the teaching of a Junior French class at Oban High School, where the training was being carried out on lines altogether admirable. It would be well if classes under Art. 91 D. on Phonetics could be more widely diffused.

The "Direct" Method.

The "direct" method of instruction in Modern Languages is now, in greater or less degree, finding a place in all Higher Grade Departments. This method, which involves the learning of poetry by heart, the singing of songs, and the writing to dictation in the foreign language, need not necessarily result in ignorance of its grammatical structure, while it certainly remedies the lack of interest, and avoids the great amount of drudgery which accompanied former methods of instruction.

Use of the Phonograph.

It may be interesting to mention that in Langholm Public School there is an instance of the phonograph being turned to excellent account in the teaching of French. "Records" of songs, recitations, etc., were given with great distinctness, and their help in teaching pronunciation and accent was very evident. The example seems worthy of wide imitation. In connection with this question of the "direct" method, teachers, particularly in the case of senior classes, expressed considerable timidity as to their ability by a large use of this method to prepare their pupils to meet the requirements of the written examination in the Leaving Certificate in Modern Languages, as at present set. It can hardly be said that, as matters are, this timidity is altogether unnatural, but it may be hoped that, under the arrangements which, it is understood, are in contemplation, by which oral examination is to be an important factor in the success or failure of a pupil, it may be found that abundant oral practice will bring its own reward—a double reward indeed, not only in the way of increasing the chance of success at the examination, but the more valuable reward of increased power and fluency in the use of the language.

The "Direct" Method and the written Examination.

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In the majority of the schools Latin is included in the scheme of instruction, very often as a second language, and as an alternative to German. In most cases it is not carried much beyond the requirements of the Intermediate Certificate, but in the case of those Higher Grade Schools which practically serve the purposes of Secondary Schools, and especially in Whiteshill Higher Grade Public School, Oban High School, Campbeltown and Lanark Grammar Schools, excellent work is met with in senior classes both in Latin and Greek. Classics.

The Mathematical and Scientific side of the instruction has been examined and reported upon by my colleague, Mr. Young, and his staff, but I may be allowed to remark that nothing in connection with these schools has impressed me more than the evident interest with which girls as well as boys have engaged in the studies involved in this side of the curriculum. Mr. Young alludes to the readiness with which managers have provided laboratory accommodation and equipment, and, as will be seen from his report, large additions have been, or are being, made in this respect at many centres. There is now, I may say, not a single Higher Grade School in the whole Division in which the Normal Course has not been adopted, and the general impression among teachers is that the Science side of the instruction has not only added interest to the work, but has broadened intelligence all round. Mr. Young reports as follows :— Mathematics and Experimental Science. Provision of Equipment. The normal Course.

HIGHER GRADE SCHOOLS.

Arithmetic and Mathematics.

"The work in Mathematics generally has been directed towards the requirements of the Leaving Certificate Examinations, and a very reasonable amount of success has been attained by the pupils. There appears, however, to be room left for fuller explanations of principles underlying arithmetical processes, and for the encouragement of algebraical formulæ in relation to arithmetical calculations. Too little attention has hitherto been paid to neatness and good style in setting down the ordinary class work, although it must now be said that a large measure of improvement in this particular has more recently been observed. Experimental Geometry has now been introduced into the instruction in all Higher Grade schools, and a fairly effective treatment of the subject of Geometry is very general. Mathematical teachers are, as a rule, greatly interested in the new work and there is every indication of a better grasp of geometrical ideas on the part of the pupils. Graphic methods have also been commonly adopted in Algebra, and are now generally recognised as a valuable aid in the teaching of the subject. Progress. Style of paperwork. Experimental Geometry. Graphic methods.

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II. Experimental Science.

Number of Schools presenting Candidates in Science at Leaving Certificate Examination.

In a number of the Higher Grade Schools in the Western Division Experimental Science has for some years had an important place given to it in the curriculum. Twelve of these schools presented candidates at the last Leaving Certificate and Intermediate Certificate Examinations in Science, and, taken as a whole, a creditable appearance was made by the pupils. A very noticeable improvement has been effected in the general character of the work as well as in the records of the students. More attention is now being given to headings, descriptions of experiments and the statement of conclusions arrived at, but in some quarters more care might be taken in the proper tabulation of measurements and results. Restraint should also be exercised in the use of meaningless digits in calculations.

Number of Schools Provision of Equipment for Science.

During the last two years a very considerable increase has taken place in the number of Higher Grade Schools. With only one or two exceptions School Boards have willingly provided the necessary equipment for Practical Science. Indeed, in many cases the new regulations for a uniform course of study, including Science, have been cordially welcomed by Managers as well as by teachers. Within the two sessions mentioned no fewer than twenty-eight laboratories have been fitted up in these schools, while an additional ten, already in existence, have been altered so as to provide more effectively for the work. Practical Science studies have in this way been commenced under favourable conditions, and the pupils—girls as well as boys—are showing an eagerness and interest in the laboratory exercises that is most encouraging. The maintenance of this interest is of the utmost consequence, and many of the teachers are succeeding in this by the careful selection of suitable exercises and the frequent discussion of methods and results with the pupils. In this subject it must be kept in mind that it is not the amount of examinable knowledge of Science that is of prime importance, but rather the cultivation of the habit and spirit of intelligent and accurate observation on the part of the pupils that makes the work effective as a means of mental discipline. It is now becoming increasingly evident that the laboratory exercises in measurements are reacting beneficially on Mathematical studies wherever care is taken to properly correlate the two lines of work. In schools where one master is in charge of both Mathematics and Science the essential intimate relations are secured, but where these subjects are in different hands it is most desirable that a closer acquaintance of the one with the work of the other should be established and maintained.

Laboratories provided.

Interest of the pupils.

Relation: Science Instruction to Mathematics.

Qualifications of Teachers.

The qualifications in Mathematics and Science of the teachers who have been put forward as Science masters are, as a rule, of a high order, although in several cases practical experience in laboratory operations in Physics or Chemistry, or in both, has been wanting. Several have taken advantage of the summer vacation

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courses in Experimental Physics and Chemistry within the Glasgow Technical College, in order to acquire the requisite familiarity with the use of apparatus; others, again, have been in attendance at classes conducted on Saturdays with the same object in view. In this way the practical trend of the operations on good lines within the school is being secured.

Drawing.

Drawing in the Higher Grade Schools of the Western Division is now in a much more satisfactory condition than it ever was before. Its educational value, principally as an agent in the formation of habits of exact observation and accurate expression, and its immediately beneficial influence on other branches of study in which illustration by sketch or diagram plays a part, are more readily recognised by headmasters, and the previous tendency to regard the subject as an "extra" has entirely disappeared. This result is to be attributed almost wholly to the highly satisfactory manner in which teachers of the subject have met the demands—in their nature neither small nor unimportant—which the changed conditions in the treatment of the subject have made upon them.

Satisfactory Progress.

Educational value of the subject.

While praise is due to art teachers generally for their adaptability to new conditions and for the enthusiasm with which they have developed new interests in the instruction, a special word of commendation is due to those teachers in the smaller centres, who have had not only to teach but also to qualify by personal study, often at considerable inconvenience, in what was to many of them a new subject. That success has so largely crowned their efforts is mainly owing to their bringing to bear on this subject a trained intelligence and teaching experience.

It is fortunate that in almost every instance where extension of premises has been required, managers have seen their way to add Art Rooms to existing buildings in which no special provision had been previously made for this subject. But there are still many schools where the work has to be carried on in ordinary classrooms, badly lighted, badly fitted, and altogether unsuited for higher Art work. Much might be done in cases of this kind by the judicious selection of desks adapted for drawing, and still quite suitable for other school work, and by the provision of window blinds for use during the drawing lesson. An increasing importance is being attached to the higher qualities of light and shade study, and these can only be obtained where the lighting conditions are satisfactory."

Extension of the premises for Art teaching

This Report is already unduly long, and there are several interesting points, the treatment of which must be reserved for another year. Before concluding, however, I wish to emphasise a point already alluded to by H.M.I. Mr. Young. The last few years have been a period of change and transition; new subjects have been added to the curriculum, and even those

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subjects, which must form the backbone of all education, are being approached by altered methods, and my experience is that the teachers generally have met the demand thus thrown upon them with an enthusiasm, intelligence, and resource which merit very high praise, and give reason to expect that our whole educational system will steadily grow in efficiency and completeness.

I also wish to express my grateful sense of the hearty co-operation which I have received from all my colleagues throughout the Division.

The valuable Reports forwarded by them to your Lordships on the educational condition of their Districts have been of the utmost service to me, and I only regret that it has been impossible to quote from them as fully as I should have liked. It is, however, satisfactory to know that these reports, addressed as they are to your Lordships, are available at any time for reference.

I wish to make very special acknowledgment of the valuable assistance which I have received from Mr. J. H. Murray, Junior Inspector, in connection with the preparation of this Report.

I have the honour to be,

MY LORDS,

Your Lordships' Obedient Servant,

A. R. ANDREW.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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GENERAL REPORT *for the Year* 1905 *by* J. BOYD, ESQ., *one of His Majesty's Chief Inspectors on the* SCHOOLS *in the* NORTHERN DIVISION OF SCOTLAND.

Aberdeen, 4th January, 1906.

MY LORDS,—

I have the honour to submit my Annual Report on the schools in the Northern Division of Scotland.

The arrangement of the inspection districts and the membership and distribution of the staff are the same as last year.

SCHOOL ACCOMMODATION.

Reasons for delay in carrying out improvements.

The approaching end of the term of office of the present School Boards, and the expectation, till lately, that they were to be superseded by a wider authority undoubtedly delayed schemes of improvement either in the erection of new premises where they were required, or in alterations or extensions which some change of circumstances had demanded. A fair measure of activity has, however, been shown in various parts of the Division.

Aberdeen City.

In the city of Aberdeen steady efforts have been made to overtake the requirements of an increasing population. Mr. Hector, the School Board Clerk, has favoured me with a Memorandum on the subject, which is here quoted:

"At the close of 1905, the number of Elementary School places at the disposal of the Aberdeen Board is 27,059, against scholars on the registers numbering 26,500. At the close of 1904, the school places were 25,769, and the scholars on the registers 26,192. The advance in the number of school places is attributable mainly to the opening of the Central Higher Grade, and Frederick Street Schools, as both now enlarged. But the result is to leave the Board at the end of 1905 with 500 places in excess of its total roll number, a somewhat unique experience. Coming to the year 1906, the Board has in prospect to open in March or April the renovated or enlarged schools at St. Clement Street and Victoria Road, which between them will add 532 additional places to the school provision. Later in the year the Sunnybank School will be ready with a further 1,169 places, so that taken altogether, the school provision of the city will in a year's time be found to be probably 1,600 places in excess of requirements. This allows for an increase in the total roll number during next twelve months of 600, as against an increase this year on the roll number of only 530 or thereby, a number that would have been 200 less, but for the taking over in the course of the year of St. John's School. The roll number increased in 1904 by 813, and in 1903 by 717, which would seem to point, so far as the present year is concerned, to a drop in the school population caused by exodus from the city or otherwise. The situation is one calling for close observation, for a decrease in the number of children enrolling in school is incompatible with the increasing estimates of population given by the Registrar-General, who reckons the population of the city in the middle of 1906 at 171,000, or an increase on the year 1905 of 3,000. The only new school to

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which the Board is committed at present is Ruthrieston, the completion of which cannot be counted on before the summer of 1908, by which time the increase of population will have largely, it may be hoped, absorbed the prospective excess of school places at the end of 1906. In any case, the facts will suffice to explain the caution with which the Board must now contemplate further additions to its school accommodation."

Aberdeen County.

In Aberdeen County important changes have not been numerous. At Peterhead the new North Public School has been completed, and the remodelling of the Central Public School is nearing completion. The new school at Tornaveen, in the parish of Kincardine O'Neil is now in use, and new buildings at Strathdon and New Deer are in progress. An important extension is being carried out at Kenmay Public School on the recognition of a Higher Grade Department. At Fraserburgh an unfortunate difference between the School Board and the superior of the ground regarding the terms of the feu-charter continues to delay a proper school provision for the town. Fyvie All Saints' Episcopal School has been discontinued.

Continued insufficiency in Dundee.

Mr. Wattie reports that with the lapse of another year the insufficiency of Public School accommodation in Dundee has become only more apparent. This he attributes not to any growth of population but to the efforts of the compulsory officers in securing the earlier as well as the more regular attendance of the children, and to the reduction in the number of exemptions granted by the Board. It is satisfactory to know, however, that, though no actual addition has been made to the ordinary accommodation, the question has held a prominent place in the Board's deliberations. Mr. Wattie states:

Important steps towards improvement.

"In the two districts where the need for more school places is most urgent—Lochee and the East End—the necessary preliminary steps have been taken towards their provision. In the Lochee district, at present supplied by three Public Schools—Ancrum Road, Liff Road, and South Road, the first of which had overflowed into an annexe—a large extension of the Ancrum Road School has now been commenced. When completed this will not only meet the probable needs of the school itself for a number of years, but will also enable the Board to dispense with the South Road School, the situation of which is far from ideal, and the premises barely satisfactory. At the same time the Board has decided to concentrate all the practical Supplementary Course work of this district in the Liff Road School; and, to provide for it there, two of the rooms have been fitted up for instruction in Woodwork and Household Economy. The unsatisfactory premises in Balgay Street, formerly used for the Woodwork classes both day and evening, have now been discontinued. In the East End a site for a new school has at length been acquired, and the Board has now under consideration the important question of the kind of school to be erected on it. The determination of this question turns on the adoption or rejection by the Board of the policy of concentrating all the Supplementary Course work of this part of the city in one school. The premises at James Street, which had been provisionally recognised for instruction in Woodwork, were condemned by the Department in the course of the year, and the Board took the opportunity afforded by the discontinuance of the Dens Works School to acquire it from the former managers. The rooms have now been suitably equipped for their new purpose, and the work is proceeding this session under much more favourable conditions."

Action of Roman Catholic Managers.

In this matter the Roman Catholic Managers in Dundee show considerable enterprise. A large addition to St. Mary's Girls' School to provide for the increased attendance, and to make more adequate provision for the Supplementary Class has been

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commenced, and the Managers of St. Joseph's, whose reconstruction of their Boys' School was noted in last year's Report, have in view similar action with regard to the Girls' School. In the Episcopal Schools, some of which have been again unfavourably reported on, no improvements have been made during the year; but the whole question has recently been under joint consideration by the several managers, and it is to be hoped that their deliberations will soon have a practical issue. Condition of Episcopal Schools.

In other parts of South Forfarshire, including the Burgh of Forfar, more or better accommodation is still needed. South Forfarshire.

Plans have at length been submitted for a new building at Abernyte to take the place of the altogether unsatisfactory one which has been too long in use.

As regards North Forfar there is no change of any consequence to record. Mr. Muir is of opinion that, while there would seem to be sufficient accommodation, or nearly so, in the schools of Montrose taken as a whole, a better distribution of the scholars is required. North Forfar.

In the county of Banff the cases of Ternemny and Boyndie have for a long time called for settlement. In the former the opposition of the School Board of Grange to the proposals of the Boards of Rothiemay and Marnoch with regard to the extension of the buildings, brought matters for a time to a deadlock, but it is hoped that a working arrangement will soon be arrived at. The most serious result of the delay in proceeding with the Central School at Boyndie is the continued use of the wholly objectionable building at Blairmaud. Banffshire—Cases of Ternemny and Boyndie.

At Elgin the East End and West End Schools have been enlarged, the premises of the discontinued Girls' School being in part utilised for a school of domestic economy. The work at New Elgin is now conducted in handsome new premises. Elgin.

Mr. McKechnie reports that as regards Nairnshire the chief weakness is in the town of Nairn, where the two schools are seriously out of date and inadequate in many ways. The problem is, however, before the Board, and he has reason to hope for a satisfactory solution before long. In the West Ross-shire part of his district a new school, regarding the erection of which there was no little dispute, has been opened at Kyle of Lochalsh. Nairn.

In Mr. Macdonald's district alterations and extensions have been confined chiefly to the schools in which Higher Grade Departments have been sanctioned. New laboratories have been built in a number of cases, and in others changes have been made to adapt the buildings to the newer conditions. The new school at Stathnaver, under the School Board of Farr, after long delay is reported as ready for occupation. Mr. Macdonald's district.

Mr. Robertson mentions that the School Board of Stornoway has erected an excellent Infant and Junior school, and that in several of its rural schools additions are projected or in progress. At Foyers, in Inverness-shire, a new school has Mr. Robertson's district.

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been contracted for, the numbers in attendance, owing to the progress of the aluminium works, having completely outgrown the temporary building sanctioned for several years. As an example of the accommodation recently provided or projected for the work of Higher Grade Schools, he mentions the handsome addition made to Fortrose Acadcemy. He adds the following important statement on the general question:

Annexes for Science and other special work.

Buildings of wood and iron.

Their advantages.

"The additional provision has taken the form of separate annexes for Science work, Cookery and Laundry, and occasionally for Manual work. For what appear to me weighty reasons, I am inclined to favour an enlargement of existing schools by buildings entirely detached from the main and generally time-worn structure. Supervision need not be more difficult, and ventilation and better interior organisation and discipline seem to be as well, if not better, secured. Well constructed wood and iron buildings seem growing in favour in the case of such extensions, and, as far as I can judge, managers are wisely advised to avoid the erection of more substantial structures of stone and lime, seeing that excellent buildings of the former material can be put up very rapidly, at comparatively small expense, and with the most modern equipment. Not alone in the case of annexes specially intended for experimental work, but in the case of larger school-supply, my experience would lead me to wish that school premises in rural districts had more frequently taken the form of well appointed and presentable iron structures. The expense of up-keep of many of the more exposed stone and slated buildings in distant parts is really serious, and I am convinced, were the erection of schools to be done over again, wood and iron might with great profit be very largely used. First class ventilation and lighting are easily secured, and extensions can be cheaply made. Further, there appears no reason whatever to doubt that sufficient and equable heating can be arranged, despite the vicissitudes of climate."

Orkney.

In Orkney the only important points are the opening, in the beginning of last session, of the excellent addition to the Higher Grade Department of Kirkwall Burgh School, and a similar addition now approaching completion to the Higher Grade Department at Stromness.

Shetland.

Of Shetland there is not much to record in this connection. The Walls Board has after much delay carried out extensions to the Sandness and Papa Stour Schools, and the school at Dale under the same Board, after being for some years a Side School under Mid Walls, has been restored to its former position as an independent school. The Junior School on Burra Island projected some time ago by the Lerwick Board has now been built.

Excess of supply in many rural districts.

It scarcely needs to be said that in many rural districts, owing to the depopulation which has been gradually going on, the supply of accommodation has become considerably in excess of the requirements.

Sanitary condition of school premises.

The sanitary state of school premises and the arrangements for the comfort of the children continue to require careful attention. It is generally admitted, no doubt, that hygienic conditions have an important relation to school work, but, except in the newer buildings of the cities and larger towns, this is not at all so fully realised in practice as it ought to be. In such matters as bright and clean class rooms, suitable furniture, shelter for the children in bad weather, and the state of the playground and offices, it is not always easy to engage the serious attention of managers; and in most rural districts

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the average standard of opinion regarding them is not high. It is still possible to find the school floors dirty, and the atmosphere consequently pervaded by a fine dust, while the dingy walls add to the depressing effect. Improvement is also required in the construction and keeping of school offices, which sometimes are not only sources of physical danger, but also tend to lower the whole moral tone of the school. In some localities it is difficult to obtain persons to clean school premises, and the reprehensible practice exists of putting the responsibility on the teachers. One gladly acknowledges the advances made in recent years, but it still needs to be kept before all concerned that one of the conditions of grant to a school is that "the premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school." (Article 17 (c) of the Code of Regulations.)

Importance not always realised.

The necessity for a proper supply of water is obtaining increased recognition, but it is not certain that in the use of drinking jugs and other details due care is exercised. Where a proper water supply exists, lavatories have usually been provided.

Supply of water.

Mr. Wattie refers to the want of cloak-room accommodation in many of the Dundee schools, and much deficiency exists in other quarters. The unpleasant and injurious results of having wet cloaks and overcoats piled over each other in window-sills, or hanging in heaps on the wall, or in a small ill-ventilated lobby, scarcely need to be pointed out.

Want of cloak-room accommodation.

Mr. Robertson, who has often dealt with the important subject of sanitation, expresses his "abiding conviction that the sooner the matter is more directly taken in hand by local medical authority as part and parcel of ordinary school supervision the better."

Mr. Robertson—need for medical superintendence.

In company with the Medical Officer of Health for the County, Mr. Macdonald visited in March last the forty schools in the portion of Ross-shire included in his district. The subjects of enquiry were air and floor space in class-rooms, ventilation, lighting, cleaning, cloak-rooms, shelter-sheds, water supply, offices, drainage, and disposal of refuse. The interesting report of these visits shows that under each head a good deal of improvement was needed, but it cannot be doubted that such a systematic visitation will have good results. In this connection I desire to acknowledge the helpful co-operation of medical officers of health, under whose influence and authority much progress may be expected.

Mr. Macdonald—tour with County Medical Officer.

Co-operation of Medical Officers of Health.

School Attendance.

On the very important subject of school attendance the reports of my colleagues are full of interest. While agreeing that the matter demands untiring vigilance, they also agree

Untiring vigilance required.

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that, on the whole, the tendency is towards greater regularity. They show also the result of active interest or, as it may be, of apathy on the part of the school authorities, as well as of the judicious efforts of many teachers.

Steady rise in Aberdeen.

In Aberdeen city the steady improvement referred to in previous years is maintained, the average for the past year being 91·7 per cent. In the counties of Aberdeen and Kincardine the attendance generally may be regarded as normal, being from 85 to 86 per cent. of the scholars enrolled, though the figure for a number of schools is considerably higher.

Dundee.

In Dundee, probably owing to various forms of sickness and the smaller number of exemptions, the attendance has rather declined in regularity, this decline extending to 16 of the 22 schools under the Board. The highest percentage is 90·6, and the lowest 79·5, the general average being 86·4. In the Voluntary Schools, although they are still as a whole behind the others, there has been some advance, the percentage being 84·8. On another aspect of the attendance question in Dundee Mr. Wattie gives some figures furnished to him by the chief attendance officer, which, besides being interesting in themselves, throw light on the problems before the authorities there. The number of children on the Board's default list has decreased from 1,040 to 997, and the attendance of these children has risen from 63 to 67 per cent. During the year, 204 parents were summoned before the Board; 77 were prosecuted; and in every case brought before the court a conviction was obtained. Fifty-two paid fines, while 12 went to prison. Of the children on the default list, 29 were sent to Industrial Schools, 12 to the Mars Training Ship and similar institutions, and 32 were admitted to the Poorhouse. Of the 51 schools in the same district outside of Dundee, one-third reached 90 per cent. or over, the average being 87·5

Statistics of default.

Mr. Muir's district—unexplained discrepancies.

Mr. Muir, who is struck with the unexplained discrepancies in the average attendance at schools where the circumstances do not satisfactorily account for them, is of opinion that they may be partly at least explained by the "idiosyncrasies of calculation." There would seem to be some want of uniformity of practice in removing names of children from the roll, and in reckoning scholars as on the roll at the beginning of a session who may not be in attendance for a week or two. This diversity of practice, is, I believe, not confined to North Forfarshire, and strict attention to the regulations laid down by the Department should on every ground and in all cases be insisted on. The serious effect of the potato harvest on school attendance has been met in this district, as in some parts of Kincardineshire, by shortening the summer vacation and closing for about three weeks in October. Mr. Muir points out, however, that the town schools are also sometimes seriously affected, and that scholars absent themselves without the consent of the Board. While he would not be inclined altogether to interdict the children of necessitous parents from the potato industry, he is clearly of opinion that proper application for partial exemption should be made in all such cases, and the name of the employer given.

Effect of potato harvest.

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Mr. McKechnie—employment of boys at golf and shooting.

Mr. McKechnie, in referring to the temptations to take boys away for farm work, has some excuse for this at certain times of the year; but, as he says, "it is not so pardonable to employ boys as golf-caddies or as beaters. I should like it brought home to some gentlemen who take shootings in Morayshire that it is wrong to keep boys from school to make it easier for themselves to secure a big bag."

Serious problem in Shetland.

The problem of attendance in Shetland is a serious one. The climatic and geographical difficulties, as well as in not a few places the want of good roads, must always more or less affect regularity. While I admit these difficulties to the full, careful enquiries, which I have made personally or through members of the staff, confirm me in the opinion, which I have before expressed, that they are often pleaded in excuse for apathy on the part of parents and of School Boards. One is referred to the violence of the weather in the winter months, and to the distance of children from the schools. But the question is also one for the summer months, and for children who are living within easy distance of the school doors. Over and over again it has been found that scholars at a considerable distance from the school were the best attenders, and some of those in its immediate vicinity among the worst. In several parishes it is a very rare thing for children under seven to be found in school, even though their homes are close to it; and neither in that nor in the matter of regularity, when the children have entered, is anything done by the Boards to improve matters. It would be wrong to infer that the Shetland people as a whole are indifferent to education; there is much gratifying evidence to the contrary: but it is clear that, as in other counties, a certain proportion of them have lapsed into a state of carelessness that requires very serious attention. In some of the parishes a very fair measure of activity is shown in securing attendance, but, with the exception perhaps of Lerwick, there is room for careful re-consideration by School Boards of their attitude towards the whole question.

Apathy of many School Boards.

Measure of activity in others.

Difficulties of prosecution.

Mr. Robertson observes that in the case of many rural School Boards the rejoinder to a spirited remonstrance is the expense of prosecution and the distance from the Courts, and he might have added the uncertainty in some quarters of securing a conviction.

Suggestion for increase of J. P. and Sheriff Courts.

"Many Boards," he says, and his remarks have an application beyond his own district, "are unaware of the simple and inexpensive procedure laid down in the Acts, but the case of the long distance of the seat of Courts—J. P. or Sheriff—is a matter that might, I think, engage the attention of the highest authorities. It goes without saying that there is no great alacrity (to put the case mildly) to increase the number of these Courts. My own opinion is that the J.P. Courts should be greatly multiplied throughout the country, and that arrangements should be made—similar to those made by Sir George Trevelyan, late Scottish Secretary, for the insular parts of Inverness-shire—whereby at two convenient dates in the year Sheriff Circuit Courts should be held at a few well defined centres in distant parts for the trial of School Board and Small Debt cases. Apart from the question of general public convenience, the establishment of such Circuit Courts would act as a strong stimulus to School Board action in the enforcement of attendance, and would relieve Boards of heavy expense, and defaulting parents of utterly undue hardship in the matter of travel and

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personal outlay. It should always be borne in mind that rural education is an immense financial interest, and that impediments to the reasonable enforcement of attendance cause not only educational but large pecuniary loss."

Activity in Barra and South Uist.

A passage from Mr. Macdonald's Report shows, however, what can be done by resolute School Boards in such difficult parishes as Barra and South Uist, in which he regards the attendance as in all the circumstances very satisfactory:

"The following figures given on Form 33 (*a*) testify to a vigorous crusade against parental indifference, and no doubt explain the high percentages attained. In Barra, where the school population is about 600, 149 parents were summoned before the Board for neglecting the education of their children; 45 were prosecuted under Section 70 of the Education Act of 1872, and of these 19 were fined; while 28 were prosecuted under Section 9 of the Education Act of 1883, and 19 attendance orders were obtained. In South Uist, where the school population is about 1,100, the figures were: Summoned, 229; prosecuted under Section 70, 175; fined, 109; prosecuted for illegal employment, 5 employers and 5 parents."

Exemptions from attendance.

In view of the recent return of exemptions from school attendance under the Act of 1901, it does not seem necessary to refer to the matter at any length. There is no doubt that exemptions have, in a number of cases, been given too freely, and in the case of some School Boards the temptation to adopt a liberal interpretation of the exemption clause is strong; but at the same time it is possible to draw mistaken inferences from the figures. It is not always where these are lowest that most care has been taken in dealing with the subject. It is to be feared that in some cases it is not considered worth while to make application, scholars taking "French leave," as Mr. Muir calls it, without running much risk of interference by the school authorities. Where the power to grant exemption is carefully exercised, and it is made clear that good attendance and satisfactory progress are necessary conditions of obtaining it, this power seems capable of being made a useful instrument in dealing with certain forms of default.

Value, when wisely used.

Aberdeen.

A few particulars may be given regarding the cities of Aberdeen and Dundee.

The applications for Exemption dealt with by the Aberdeen School Board in the past twelve months have been as follows:—

Exemptions applied for - - -		530
Exemptions granted—including 143 to pupils who have been a year in a Supplementary Course - -	283	
Granted for short periods - - -	4	
Refused - - - - - - -	273	
	—	560

This shows a decrease of 31 applications from the previous year and an increase of 33 refusals. The condition of evening class attendance attaches to all exemptions granted.

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The information regarding Dundee is of a very gratifying character. In February last the whole matter of dealing with applications for exemption was reconsidered by the Board, and it was resolved to take into careful account regularity of attendance and reasonable educational advancement, and as a result Mr. Wattie reports that there has been a great decrease in the number of certificates granted, and at the same time a marked rise in the attainments of the exempted pupils. The statistics for 1904 and 1905 are as follows:— Great improvement in Dundee.

	1904.	1905.
Number of applications	2,571	1,854
Granted without conditions	6	4
Granted on condition of attendance at Continuation Classes	736	356
Granted half-time exemption	876	396
Refused	953	1,098

The total number of certificates granted was thus 756 as compared with 1618 the previous session, a decrease of over 50 per cent.

One result of the new exemption policy has been the closing of the Dens Works Half Time School on the retirement of the head teacher. On this Mr. Wattie remarks: "While the curtailment of half-time labour can be regarded only with feelings of satisfaction, the disappearance of the school is from another point of view a matter for legitimate regret, as it was exceedingly well managed and the work done in it presented some interesting features of a quite unique character." Closing of a half-time School.

Organisation and Staffing.

On the organisation of the schools there is almost nothing to add to what has appeared in the reports of the last year or two. In these reference was made to the slowness with which a fully graded system of classification was being carried out in the large Aberdeen schools. Progress is, however, being made. In the large majority of Dundee Public Schools such a classification has been established or is in process of development, but Mr. Wattie states that in one or two of the less progressive schools a parallel organisation of boys' and girls' classes is still in force, and adds that any time-table advantages of this arrangement "cannot be held to outweigh the educational advantages of a graded classification independent of sex." The recognition in the last code of certain dates for the admission of pupils to Supplementary Classes is likely to have a favourable effect in this matter. The passing on of a teacher with his or her class through one of the school divisions is somewhat common, and is considered by several inspectors as having much to recommend it. One point in its favour, undoubtedly, is that it secures to a partial extent that continuity of instruction and of mutual interest which is so important an element of strength in the smaller schools. Graded classification still needed in many large schools. Promotion of teacher with class.

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Promotion of individual scholars.

The promotion of individual scholars according to their fitness receives more or less attention. Mr. Robertsons' experience leads him to believe that it is becoming a habit in the junior classes especially, and he is inclined to think that the keeping of some simple statistical record of this would be welcomed by many teachers.

Persistence of "Standards."

The persistency of the old "Standard" idea is noteworthy, and not least so in small schools, where it leads among other things to a needless multiplication of classes. Teachers are, however, increasingly realising their freedom, and carrying it out in their schemes of work. Mr. McKechnie has observed that as arithmetic is less and less the main or only subject on which to base classification, the numbers in the upper classes are rising.

"Over-age" Children.

The presence of "over-age children," who for one reason or another have entered school at a late age, sometimes causes inconvenience in classification. This appears to be the case to a considerable extent in Dundee, and Mr. Wattie truly remarks that the importance of the question is by no means confined to the difficulties it creates in school organisation. "Many of these children," he says, "who enter school late, afterwards attend irregularly, and ultimately leave school—to put it mildly—very indifferently equipped for the work of life and the duties of citizenship. Regarded from this wider point of view, the problem appears in its true perspective as one of the gravest moment to the well-being of society and of the nation as a whole." The undue retention of specially dull scholars in low classes is still met with, and it is sometimes difficult to persuade teachers that these scholars will in almost all cases learn much more among boys and girls of their own age than in classes where they naturally feel themselves out of place.

School staff not always adequate to real requirements.

It is seldom that schools are understaffed according to the literal requirement of the Code, but cases occur in which, from the construction of the building or other causes, the staff is inadequate to the real requirement. One way in which this shows itself in schools of considerable size is in the crippling of the function of the headmaster, who, as Mr. McKechnie remarks, is very often little better than a class-teacher. The idea that he should have time actively to supervise the whole work of the school and to co-ordinate it, so as to secure continuity and prevent unnecessary repetition, seems to be but dimly apprehended by some School Managers. In not a few large and well-staffed schools, on the other hand, the time of the head-master is so much occupied with clerical and routine duties, that the educational side of his work is seriously interfered with. Some delegation, to heads of departments or divisions, of the duties referred to is manifestly desirable.

Restriction of headmaster's function.

Effect of General Aid Grant.

The General Aid Grant has proved a distinct boon in many localities in encouraging a liberal staff, but there are parts of the country, where such help is most needed, which have not been

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able to benefit much from it The extraordinary scarcity of qualified teachers for service in the more remote parishes has long been a serious embarrassment and loss to all concerned. In Shetland, for instance, it too often happens that when a vacancy in a small school occurs, the Board has the greatest difficulty in filling it, and probably enough, after long delay and much advertising, has to confer the appointment on a teacher whose previous success has not been conspicuous. The difficulty is seldom one of salary, which is usually higher than that given in similar situations elsewhere; but even if it were, it would be impossible not to sympathise with those insular parishes where the local rates are a very heavy burden.

Scarcity of teachers for remote parishes.

Elementary Instruction.

The subject which received the greatest amount of attention from the inspectors during the past year was English. As regards the infant departments of the large schools generally, it has to be said that the ability and tact with which they are conducted, and the kindly consideration shown to the children are worthy of high praise. The increased attention to clear and intelligent speaking on the part of the children and the substitution of the conversation lesson for the more formal object lesson, have in not a few cases imparted fresh interest to the work. Dundee is well to the front here. In visiting Hawkhill Public School in that city along with Mr. Wattie, I was greatly pleased with the bright and natural way in which quite little children repeated simple stories previously told to them, and illustrated them by drawings with crayons on brown paper. Mr. Wattie has remarked with regard to these pictures, in this and other schools, where similar methods are followed, that some children, who have little or no gift of verbal expression, reveal in this medium wonderful acuteness and imaginative power. Of course it is not to be supposed that this genial and liberal spirit pervades all infant classes or departments, there being some which, in the words of one inspector, are too much a preparation for the "standards." Still even among these there are signs that a more sympathetic handling of the problem is not far off.

Special attention to English.

Effect on infant departments.

To what extent the postponement of reading can be advantageously carried is a question on which the opinion of infant teachers has not yet definitely settled down, but not a few agree that its introduction might profitably be delayed till after the children have had their intelligence quickened by conversation lessons, hearing and telling simple stories, learning suitable poetry, and similar exercises. In the large schools there is ample opportunity for carrying out this method, but in many others it seems possible to adopt it only in a modified form. In schools under one teacher with, say, forty children at different stages of advancement, infant teaching in its usually accepted sense can scarcely exist, and for the short time each day which the

Question of postponement of Reading.

Difficulty in small schools.

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teacher can devote to his youngest charges, he must take the method he finds most available. In this connection Mr. Macdonald raises an important point on which I quote his own words—

Bilingual difficulty.

"In Uist and Barra the bilingual difficulty raises in an acute form the question whether instruction in speaking should precede instruction in reading, and how long instruction in the latter may usefully be delayed. So far as I have been able to ascertain the opinion of teachers, there is pretty general agreement that not much progress is made in acquiring a knowledge of English till the child begins to read. But this statement throws but little light on the question. The conclusion to be drawn is not that the child should begin to master the elements of reading as soon as he is enrolled: it merely expresses the fact that progress is very slow till the child has acquired a small working vocabulary, and it leaves untouched the question how this working vocabulary can best be acquired."

Mr. Macdonald has asked one of the most successful teachers to take up the matter, and it will be interesting to know the result of the experiment.

Phonic method.

The phonic method of teaching Reading appears to be growing in favour, several of my colleagues in various parts of the division referring to its use. Hitherto the uninteresting and scarcely intelligible nature of the text-books has been a formidable obstacle in the way of their adoption. This arose from the difficulty of combining, with the method, sufficient interest in the subject matter; but I am assured that "there is now an abundant supply of books well illustrated and, as far as is possible, interesting."

Unanimous testimony to improvement in Reading.

The testimony to the improvement in Reading is practically unanimous. Mr. Muir says that it is a bright spot in many schools, and that the over-rhetorical style which prevailed some years ago, and was itself a needed corrective to the style of the "mimes who mutter and mumble low," seems to be settling down to one more pleasant and natural. This result is due to more than one cause, but considerable credit must be given to the increase in the amount of reading and to the story reading-books which supplement the ordinary class-books. There is still room, however, for the caution in Mr. Philip's remark, that the lessons of the reading-book being so often gone over, the fluency exhibited in many cases, while a test of the scholar's ability to speak distinctly and tastefully, is no real indication of his ability to read.

Continued progress in Composition.

In last year's report I spoke of the signs of distinct progress in the teaching of Composition, and the statement still holds good. Mr. Robertson specially emphasises the improvement, and there is general concurrence in his opinion by the inspectors who refer to the subject, though Mr. Philip is of opinion that enough is not made of the possibilities of teaching it in the junior division. Oral Composition, which has received less attention than the written exercise, shares in the improvement, and will benefit

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greatly by its increased practice in the early stages of school life. The subjects of composition exercises are taken from a much wider field than was at one time common, and the result of the greater variety and familiarity is to draw out more fully the interest and the individuality of the scholars. Mr. Muir, who enters into this matter at some length, advocates the taking of subjects from contemporary events, both local and general, as tending to call forth both the descriptive and the imaginative powers of the young writers. He refers, as recent examples, to letters supposed to be written from Moscow or St. Petersburg in connection with the stirring events in these cities. "Of course," he says, "'old unhappy things' have sometimes to be recorded, but this should not be done in the form of a letter. It is absurd, for instance, to find a lad beginning thus: 'Dear John,—I am going to give you an account of the Battle of Hastings.' In a letter one wants more recent news."

Subjects for Composition.

Regarding the teaching of Geography, which has been gradually gaining in freedom and breadth during recent years, it is gratifying to have the testimony of Mr. Robertson, who states that "in the upper classes it has wisely been illuminated by reference to the stirring international events of recent years. Older scholars often surprise one by their intelligent knowledge of current political events and the correlated geographical facts. This undoubtedly points to a growing habit of broadening the teaching outside the range of the usual text-books." There is scarcely any school subject more interesting, and one regrets to find classes being drilled in lists of capes, mountains, etc., without being shown any relation between the different physical features of a country, or between these and the population and their industries. The use of globes might be more general and more effective. Large scale maps of the district immediately adjoining the school are finding their way into schools very slowly.

Geography.

Use of globes and large scale maps.

It would appear from the reports of my colleagues, that History and Nature Study are the subjects in which the greatest improvement is still required. As regards the former, Mr. Philip's experience is that at the stage of enrolment in a Supplementary Course, few scholars show more than a very perfunctory acquaintance with the main facts. He is of opinion that more teaching is required, mere reading of the history text-book not being enough. It is noticeable that the earlier periods are not seldom better known than the more recent ones. Seeing that we are as a nation what our history has made us, it is much to be desired that there should be greater vitality in the teaching of a subject so important to the intelligence and patriotism of our citizens. Text-books on the subject have improved, but there is an impression that this improvement has not been so marked as in other subjects, and complaints are made that they are mostly written from an English standpoint, and treat very inadequately important periods of Scottish History.

Backwardness in History and Nature Study.

History teaching often wants vitality.

Scottish history inadequately treated in text-books.

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Nature Knowledge.

In Nature Knowledge, while some admirable work is done by particular teachers, a good many have not yet grasped its real purpose. Text-books of a rigid type are still too much in use and the environment of the pupils in many cases is disregarded. Frequently also, even where the treatment is intelligent, too much is attempted. It is clear that if any good educational result is to be obtained, time must be given for careful observation by the children, as well as for review and discussion by the teacher. In country districts continuous observation of the growth of plants and trees can be made highly interesting and instructive, and more is being now done in this direction. School gardens are not numerous, but where they exist they are turned to very good account. In cities a somewhat extended meaning has sometimes to be given to Nature Study, and a greater demand is made on the resource of the teacher, who usually finds some aspect of the subject in which he can successfully guide the observation of his scholars.

Too much often attempted.

Arithmetic

The teaching of Arithmetic has again engaged a large share of attention. The numerous text-books on the newer lines which have been recently published, not only show the interest which has been aroused in the subject, but also greatly assist in developing the methods on which they are based. Teachers who have hitherto been following these and kindred methods will be encouraged and helped in the use of them, and others will no doubt gradually see the advantage of substituting them for those of a more mechanical nature. The question of apparatus for teaching Arithmetic comes up frequently. Of course every school should have a set of simple weights and measures, but these are often enough carefully hidden in a cupboard, raising a doubt as to their ever being used. Indeed it has been alleged as an excuse for not having them in a school, that with so many subjects to teach there was no time for using them, as if their very purpose was not to give reality and meaning to instruction in Arithmetic.

Result of improved text-books.

Apparatus important.

Mr. Macdonald's view.

Mr. Macdonald strongly urges the use of simple apparatus at all stages, and remarks with undoubted truth :—

> "The arithmetical problems of every-day life are concrete problems, and the aim of the teacher ought to be to accustom the child to make real to himself the data of the problem, and the concrete meaning of all the operations. For example, the first lessons in decimal fractions ought to be learned from the foot-rule ; it should be as easy for the pupil to rule a line 3·2 inches long as it is for him to rule one 3 inches long. The next step might be to extend the meaning to pounds sterling, £3·2 meaning 3 pounds +2 florins : then to other denominations, variety of interpretation being aimed at as a most valuable exercise. The more apparatus we have of a simple kind that the child can handle—and if possible make for himself—the more real will the problems of Arithmetic become to him, and the more easy will it become for him to think in the concrete."

Drawing

No school subject has shown more rapid development than Drawing as regards both the extent to which it is now taught and the quality of the work. In the cities and larger towns it is in the hands of skilful and specially trained teachers, and in many rural districts teachers have, in order to improve their

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qualification, willingly attended the classes established at various centres by the County Secondary Education Committees and other bodies. Mr. Hood's services have been of high value. Since he joined the staff of the Northern Division he has visited 280 schools, not only inspecting the Drawing, but also holding consultations with the teachers regarding methods, the selection of suitable materials for study, and the arranging of exercises to form a graduated course of instruction. In the Aberdeen district he was accompanied from time to time to both town and country schools by members of the ordinary staff, who were thus able to obtain much insight into the best methods of working. The following extracts from his report indicate the general scope and character of the instruction:— Mr. Hood's services.

"In all schools the work is carried on under special schemes of instruction drawn up by the teachers, and sanctioned by H.M. Inspector for the district. The schemes are all on the lines suggested by the Department, and in all cases include free drawing from natural and manufactured forms, to a large scale, to give facility of execution, and to a small scale with pencil, and in a considerable number of cases the study of colour and the use of the brush are included in the curriculum. Nature of Drawing Schemes.

"Drawing from nature is taught in all schools, and in many instances the forms are represented with considérable success, but unfortunately it is not uncommon to see pupils struggling to make drawings of large sprays of foliage quite beyond their capacity, and frequently expressing their own conceptions of the forms, instead of representing them as seen from their point of view. . . . Drawing from nature.

"Object drawing is by no means the most satisfactory subject of the drawing curriculum, although in some cases very encouraging work is done. It is exceedingly discouraging to find on one page of a drawing-book a certain type of object represented in an unsatisfactory manner, and on the next page an object of a totally different type executed in the same unsatisfactory manner. It is not sufficient to take any object lying at hand, and ask the pupils to draw it, but a careful selection should be made, and should be graded as regards difficulty and continuity of subject. Object Drawing.

"Brush drawing forms part of the curriculum in many of the schools in the division, but in a number of cases the results are not very encouraging in character. The exercises are in many instances too difficult for the stage at which they are attempted, and there are few evidences of preliminary lessons in the mixing of colours. . . . Brush Drawing.

"Design is attempted principally in the upper classes, and as a whole is improving in aim and character. Design.

"Scale drawing is taught in almost every case from dimensioned sketches prepared by pupils from objects about the classrooms. In many schools this subject is correlated with Arithmetic; and where Cardboard Modelling and Woodwork are included in the curriculum, the pupils are taught to execute their exercises to scale. Scale Drawing.

"Modelling in Clay and Cardboard Modelling are the favourite manual occupations. In both mediums a considerable amount of satisfactory work is done on sound educational lines. On the artistic side, clay is very valuable for the study of form in low relief and in the round, and on the mechanical side cardboard is very good for the development of surfaces. Modelling.

"Woodwork continues to make satisfactory progress in the various centres where it is taken up. It is exceedingly interesting to notice how quickly the pupils develop facility in Woodwork when they enter these classes with a sound knowledge of drawing to scale and drawing to scale in plan and elevation." Wood work.

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Supplementary Courses.

Increase.

The number of schools taking Supplementary Courses of Instruction has increased considerably during the past year. In Forfarshire and in some of the most northern counties they are fewer than might be expected. Their object, at first so strangely misunderstood and misrepresented, is now generally appreciated, though the terms of the Department's circular on the subject have not in all cases received the attention which they deserve.

Place in small schools.

An idea seemed to prevail in certain counties that these courses were unsuitable in small schools, but experience has shown that quite small classes, whose work is wisely guided by the teachers, sometimes derive more real profit than do those in many larger schools, where there is a greater amount of direct class teaching. The comparatively small number of scholars receiving this instruction in many places is much to be regretted, many reaching the leaving age before arriving at this stage. In several important towns the Supplementary Classes are concentrated in one building, and the plan might be followed with advantage in other places.

Qualification for enrolment.

The increase in the number of dates at which enrolment may take place has not so far been taken much advantage of, but it commends itself to most teachers, and its influence will no doubt soon be felt. With regard to the qualification for enrolment, care has still to be exercised in view of the different standards of teachers. Even where the standard of marking is too low, however, the consistency with which it is carried out shows that it has been done carefully, and there is seldom any unwillingness to accept the inspector's suggestions. A fair idea of the proper standard might be formed by considering the terms of Article 29 of the Code, and the nature of the work prescribed for Supplementary Classes. There are a few teachers who desire to present scholars indiscriminately and throw the responsibility of selection on the inspector. This idea, which is a relic of a past system, indicates too low a view of their own position and function. It may be added that very few lists of candidates have had to be rejected.

Adjustment of courses.

The courses of instruction, which have now been in great part adjusted after consultation with the teachers, are necessarily varied in character according to the special needs of localities, and sometimes according to the special tastes and aptitudes of teachers. In large communities they are mostly a combination of the Industrial and Commercial Courses suggested in the Code, and in country districts the Rural Course is usually followed, with certain items introduced from the other courses. The tendency at first was to include too much. This was done from the best of motives, and is now being gradually corrected. Mr. Robertson, who has done so much to stimulate forward movements in his wide and difficult district, states that, while there was at first a great deal of diversity in the methods as well as in the quantity and quality of the work, "a remarkable approximation has taken place to the attainment of the aims and hopes expressed in Circular 374. Teachers have thrown great vigour and enterprise

Approximation to aims of Circular 374.

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into this work, and pupils now, both in school and at home, show a growing power of independent study." Mr. Wattie, while deploring the comparatively small number of scholars in the Supplementary Classes, speaks in warm terms of their success. "The individuality of teacher and pupil alike is allowed to assert itself more; the goal of the efforts of both is higher and further in the future than the mere passing of an examination; and, when part of the routine is to 'waste time wisely' among young minds and great books, both are discovering that wisdom's ways are ways of pleasantness."

Supreme importance of English.

The subject on which most stress is justly laid, and by which success must virtually be judged, is English, furnishing as it does the most valuable instrument of mental culture, and laying the foundation for future self-education. The general view of my colleagues is that already the results are of a very gratifying character, fully bearing out the opinions and anticipations expressed last year. The books read in the class, according to Mr. Philip's experience, which in this matter is representative, generally consist of one or more of the following: a selection of extracts from standard authors, a novel—generally abridged—of Scott or Dickens, a poem of some length, such as "The Lady of the Lake" or "Marmion," and sometimes a play of Shakespeare. It is objected by some that the last is too difficult for scholars so young as those found in Supplementary Classes, and no doubt it is sometimes taken up in a way which is not calculated to interest them or to encourage them to study Shakespeare for themselves after leaving school. It is equally certain, however, that there are teachers who can make such plays as "Julius Cæsar," "The Merchant of Venice," "As you like it," etc., a most interesting and profitable study. At first the play is read through, to make the scholars acquainted with the story; the leading characters are then considered, and the great passages made the subject of special study, and some of them committed to memory. The same course is usually followed by those who take up such poems as have already been referred to.

Class work.

Plays of Shakespeare.

Home-reading.

As regards home reading the reports are very encouraging. Mr. Philip states that there are always a few pupils in a Supplementary Class to whom the library is a real element in their education; and others speak more strongly. Mr. Robertson says: "it seems sometimes hardly credible to what a large extent scholars have with evident zest made use of the modest school library supplied by the managers, the local subscription library, or the wide-spread and magnificent benefaction of Mr. James Coats of Paisley." Mr. McKechnie remarks that "the keenness and avidity with which some classes discuss the books they have read show how deep an impression is being made on their minds." And Mr. Wattie considers it "impossible not to see the intimate connection between the wider reading now prevalent, and the readier speech, and the more fluent and pithy composition. Efforts, however skilful and laborious, to teach the children to express themselves must fail, if they have nothing to express. The improved composition in the

Excellent effect already seen.

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Supplementary Classes of to-day involves less, not more, labour in formal teaching, and results rather from the fact that as the children read more and with greater ease, they acquire ideas and language at the same time." A special case may be quoted from the last-named inspector: "The high-water mark in this district was reached in a class where the following method was adopted. From the catalogue of the local library the teacher made out a list of books that he considered suitable. This list was fixed up in the classroom and frequently referred to, until the pupils knew something at least of each book and its author. Meantime book after book was got from the library and read; and the teacher, knowing each pupil better as the session went on, was able to recommend the proper book at the proper moment of interest. The class happened to contain a few very good pupils whose example was beneficial, but the general level of interest and intelligence was remarkably high."

A special case.

Improvement not uniform.

These extracts, with others which might be given, indicate in a rather striking way the possibilities of these classes; but it is not to be supposed that all teachers take up their work in the same intelligent spirit, or that its result is always of the same high quality. Some teachers are only feeling their way, timidly enough occasionally, and others without much literary taste, and cramped by narrow conceptions of their calling, show little knowledge of suitable books, and go over the same few year by year in the same dull fashion. The "reviewing, explaining, and testing of home reading" which furnishes opportunity to the teacher for drawing out the views and impressions of the scholars, and of bringing his more mature mind to bear upon them in a pleasant and interesting way, is sometimes confined to calling for short essays, one perhaps on each book read. Sound views, and with them improved practice, are, however, spreading, and the general outlook is distinctly hopeful.

Hopeful outlook.

Subjects of Fifth Schedule.

Of the other subjects in the Fifth Schedule of the Code one or more are always taken. The Laws of Health are often dealt with along with the special subjects for girls, and questions of Thrift, Investment, and Insurance sometimes form part of the instruction in Arithmetic. The Institutions of Government, and the History and Growth of the Empire are included in almost every course, their study following with more or less success the lines of well-known text-books. The First Chapter of Macaulay's History has been read in a few schools with good result, and, in a number, contemporary events are used to illustrate topics of local and imperial government. An example of this was quite recently found in an Aberdeen school, where the teacher, in connection with the resignation of the Ministry, was giving a lesson on the Cabinet and the duties of its various members.

Sixth Schedule.

As has been already indicated, a selection is usually made from the subjects named in the Sixth Schedule of the Code, those in one or other of the suggested courses predominating. Arithmetic is of course always one of the subjects, and it is agreed, although with some qualification, that it is improving

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in respect of readiness and greater directness of method. In almost all the schemes, also, Geometry and Mensuration now find a place, being taken up practically with suitable instruments. As Mr. Wattie remarks, not a few teachers have liberalised and vivified the portions of Mathematics which they have been able to introduce, and have made interesting and intelligible much geometrical knowledge that used to be presented in a too severely abstract form. At some schools in the country the older boys get practice in measuring the neighbouring fields, and similar work. Elementary Mechanics is occasionally found, and in Aberdeen and Dundee, and all the considerable towns in the Division, woodwork is taught by special teachers.

Practical Geometry and Mensuration.

Elementary Mechanics.

In Nature Study in its agricultural aspects, which forms a part of most rural courses, the lessons usually consist of some useful information regarding soils and their formation, and the nature and application of manures, with observation of the ordinary farm operations and of the growth of crops. Note-books of the scholars' own observations are sometimes kept, and form very interesting reading. There is not much opportunity for strictly practical work. Mr. Robertson has been pressing the importance of Navigation on the managers and teachers in the seaboard and insular parts of his district, and it is now taught in many of the schools. The subject might very suitably be taken up in other districts where the population is largely seafaring.

Nature Study in relation to Agriculture.

Navigation.

Room for Extension.

Regarding special work for girls, I refer to the report of Miss Crawford as given below. In the Public and Voluntary Schools in Dundee, the Supplementary Classes for girls are to a large extent separate from those for boys, and the Household Management Course is probably more fully adopted than at any other place in the Division. As a rule, also, the girls' classes in all subjects are taught by women, in the belief that most can in this way be done in the formation of the character of the girls, in the inculcation of personal cleanliness, tidiness of dress, and modesty of language and behaviour. In rural districts, in a few cases, lessons in Household Management are given in the teacher's house; but in the nature of things this cannot become general. There is still room for much extension of cookery teaching in these localities, and much more might probably be accomplished, were several School Boards to combine to engage a teacher, each incurring a small outlay for the necessary equipment.

Special Subjects for Girls.

Good work in Dundee.

Rural School Boards might combine for instruction in Cookery.

Miss Crawford reports as follows:—

Miss Crawford's Report.

"The teaching of Cookery and Laundry Work has been introduced into an increasing number of schools in this Division. In the larger towns it is included in the curriculum of nearly all the Elementary Schools; and in many of the smaller towns and rural districts the number of schools taking these subjects has grown considerably within the past two years.

Inverness.

"The classes are usually conducted in specially-appointed class rooms attached to the schools, or in 'centres.' For example, in Inverness it has been found more convenient to establish a centre, at which the pupils from the several schools attend. This plan has proved in every respect a success. Last year the School Board wisely made some very important alterations

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in the cookery room, and now they possess a complete up-to-date and splendidly appointed class-room. Instruction is given here to all the pupils from the Elementary, as well as to classes from the Secondary and High Schools. The centre is conveniently situated, and has ample accommodation and teaching staff for a double class. This, in many respects, is of singular advantage. The ordinary school time-table is not unduly interrupted, as all the pupils of one class can attend at the same time; one half may be at cookery, while the others are having a laundry lesson.

Advantages of a cookery centre.

Elgin.

"In Elgin also a centre has been established. The new premises have been admirably adapted for instruction in all the domestic subjects, and it now remains with the Board to provide adequate teaching staff and to see that full advantage is taken of the classes by the pupils of the Elementary Schools.

Huntly.

"Commodious and well appointed premises have also been attached to the Gordon Schools at Huntly. The work here, still in its infancy, is very promising.

Aberdeen.

"In the town of Aberdeen cookery class-rooms are invariably attached to the individual schools. They are for the most part excellently equipped, and the teaching on the whole is of a satisfactory nature. Very little progress had been made here in regard to the introduction of Laundry Work.

Forfarshire.

Dundee.

Half-time pupils.

"In Forfarshire districts the teaching of Cookery and Laundry Work is mainly confined to the large towns. Cookery class-rooms are attached to many of the Elementary Schools in Dundee, in addition to which are several centres specially adapted for Cookery, Laundry Work, and Housewifery. In many of these schools the classes often consist of half-time pupils, and the patience, energy, and tactfulness exerted by the teachers of these specially difficult classes call for special commendation.

Brechin, Montrose, and Arbroath.

"Suitable centres exist also at Brechin, Arbroath, and Montrose, and much satisfactory work is being done at these respective places.

Rural schools.

"In the less populous towns throughout this Division, excellent additions to many of the schools have recently been made in order to provide accommodation for these subjects. In many rural schools also, particularly in Inverness-shire, Ross-shire, and Morayshire, the School Boards have spent considerable sums of money in erecting and equipping suitable premises for the teaching of one or both subjects. In these rural districts it is not always possible to secure the services of a fully qualified Teacher of Cookery, in which case one of the staff teachers with only her college training in this subject must necessarily undertake it. Some splendid results have been achieved by many such teachers, but still greater efficiency might be secured, if means were taken to obtain more practice in actual cooking before attempting to teach it."

Staff teacher acting as cookery teacher.

Laundry work.

Miss Crawford further states that Laundry Work is not a popular subject, not only from want of suitable accommodation and appliances, but also from the way in which it is sometimes taught. She is of opinion that where it is taught in a half-hearted way, under virtually impossible conditions, it would be better to leave the subject alone.

Secondary subjects.

In a fairly large number of schools, more especially in the counties of Aberdeen, Banff, and Moray, selected pupils receive instruction in Secondary Subjects either in addition to those of the Supplementary Course or instead of some of them. As a rule these scholars have in view attendance at a Secondary School and subsequently at the University, with which these schools, speaking generally, have maintained a more or less direct connection for a lengthened period. The tradition is an honourable one, and in many cases it is being honourably maintained in the extent and quality of the work done. When a

Their success.

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school is adequately staffed and its general work efficiently conducted, there can be nothing but encouragement for the continuance of the practice. There are instances, however, where the same favourable view cannot be taken; where the school as a whole suffers from an attempt to do Secondary work which proves of little value when it is done. This state of matters sometimes exists even in the immediate neighbourhood of a Higher Grade or Secondary School. There is a regrettable tendency also among some teachers and others to disparage the importance of the work of the Primary School, and to regard as the successful teacher, not the man who teaches effectively the great central and essential subjects, but the one who sends forward an occasional scholar to pass a certain examination, or to win a certain bursary.

Not always wisely attempted.

Tendency to disparage primary work.

Mr. McKechnie argues forcibly that, unless in very exceptional circumstances, little purely Secondary work should be done before the stage of the qualifying examination, when it might be possible to make an earnest start, with an adequate share of the time-table. He believes that this view has the sympathy of many of the teachers, who are, however, not quite free in the matter owing to the examinations under the Dick Bequest. The administration of this bequest, as is well known, has done much for educational progress in the counties named above; but its scheme seems to need revision to bring it into harmony with existing conditions.

Stage at which secondary subjects should be begun—Mr. McKechnie.

The Dick Bequest.

Need for revision of scheme.

Physical Training.

The new Syllabus of Physical Exercises is now in almost universal use. In the larger centres of population the work is entrusted to specially trained teachers, and in other cases it is in the hands of the ordinary school staff. Where weakness exists, it is seldom due to indifference or neglect, but to the want of a better understanding of the object of the various exercises. As showing the desire of teachers to become fully acquainted with the system, many of them in various quarters have attended classes established under Article 91 (d.) of the Code, and there can be no doubt of the good result on their respective schools. Mr. Robertson, who has taken much interest in the subject, calls attention to the fact that the Inverness School Board has lately engaged a specialist in Physical Culture to observe and to extend the methods of drill in the schools, and that, as a preliminary to these services, there was a careful medical inspection of the children. In Aberdeen swimming is taught at the Corporation Baths to senior boys and girls from nine of the schools situated chiefly in the eastern portions of the city. The instruction is carried on from April till October, and enquiry seems to indicate that 50 per cent. of the children taught are more or less able to swim.

The new syllabus.

Classes for instruction of teachers.

Action of Inverness School Board.

Swimming in Aberdeen.

Under this head may be noticed a school for cripple children in Dundee. It was for some time carried on by voluntary workers in connection with the Dundee Social Union, but it has now been taken over by the School Board, and has been recognised

School for cripple children in Dundee.

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by the Department as eligible for grants. It is managed by a joint committee of representatives of the Board and of the Union. The teacher's salary and similar outlays are paid by the Board, while the ladies of the Union see to the conveyance of the children to and from the school, and to their being supplied with a midday meal. The school occupies at present temporary premises, but the School Board is endeavouring to obtain a more suitable building.

Feeding of School Children.

Distinction to be made.

Closely allied to the subject of Physical Training is that of supplying school children with food. A clear distinction must, however, be made here between the two forms which this assumes. In some cases, such as in the poorer districts of the towns, large numbers of children obtain gratis a dinner or some other meal, the expense of which is defrayed from the funds of some philanthropic society, from individual subscriptions, or similar sources. In the other set of cases the children pay a small sum for a hot dinner. This, though not confined to country districts, is more general there, where it is found to be a great boon, most of the children living at too great a distance from the school to allow them to go home at midday. The Board, or a committee on which it is represented, employs someone to prepare the meal, and the arrangements are under the superintendence of the teacher, from whose initiative the matter has very frequently come. It is interesting to note that in some cases an arrangement of this kind has been continued for ten, fifteen, or even twenty years.

Practice in rural districts.

Aberdeen.

In the populous centres schemes of both kinds are in operation. In Aberdeen the School Board supplied some 6,000 dinners last winter to the children in two of their schools at a cost of less than a penny a meal, and the Educational Trust has for a number of years given breakfast, dinner, and supper free to hundreds of poor children. Last year over 400 were fed in this way. At Peterhead 170 necessitous children received free dinners during the winter. At Montrose free breakfasts consisting chiefly of porridge and milk were given to an average of about eighty children. In Dundee a charitable organization during last winter supplied dinners to 1,171 underfed children, drawn from various Public and Voluntary Schools in the city. In eight schools soup was supplied at a cost of a half-penny during the severer part of the year. This Mr. Wattie regards as doing a certain amount of good, in cases where the children are not systematically underfed, but where, owing to the employment of the mothers in the mills, the family arrangements do not permit of the preparation of a regular meal in the middle of the day.

Peterhead.

Montrose.

Dundee.

Higher Grade Schools.

List now fairly complete.

There have been a few additions to the list of Higher Grade Schools during the past year. One or two may still fall to be added, but the number is now fairly complete. They are naturally less numerous in counties well supplied with Secondary

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Schools, there being only one in North Forfarshire, and none in the small county of Kincardine. One would have expected the school at Banchory-Ternan in the latter county to adopt the new arrangement for its Advanced Department; but there has been as yet no movement in that direction. The great majority of these schools have, of course, Primary Departments, from which the scholars in the Higher Grade Departments are to a considerable extent supplied, though an increasing number come from other schools. They necessarily vary greatly in size and also to some extent in the advancement of their work. All of them have a general curriculum leading by a three years' course to the examination for the Intermediate Certificate; but some of them carry scholars much beyond this stage, and are in effect Secondary Schools.

Their variety in size and advancement.

The most notable addition to the number of Higher Grade Schools has been the Sutherland Technical School at Golspie. This handsome school owes its origin to the Duchess of Sutherland, whose practical interest in the welfare of the Highland counties is well known. The site was the gift of the Duke of Sutherland, and the cost of the building was defrayed by equal contributions from his Grace and Mr. Carnegie of Skibo. Liberal contributions were received towards the expense of its fine equipment, while various donors provided bursaries of £30 each per annum. There is accommodation for boarding 48 boys drawn from various parts of the Highlands, and the special equipment includes laboratories for Physics, Chemistry, and Biology, a workshop for Wood and Metal Work, and an art room. There is also an experimental farm of sufficient size to afford practical training in Agricultural Science. The whole work, which includes a sound English education, is carried out with most praiseworthy zeal, intelligence and thoroughness. My colleague, Mr. Macdonald, who accompanied me on several visits, and, as one of the governors, is well acquainted with the school, remarks:—

The Sutherland Technical School.

Its equipment.

"The ultimate success of the school will depend on the avenues in life that may be open to the boys after completing a three years' course; but there can be no doubt as to the intellectual gain at present accruing from the training, and, whether the aims of the Duchess in founding the school are fully realised or not, the boys are having their horizon widened and their sympathies broadened, and those qualities are being developed that make for good citizenship."

Its prospects.

Of the work carried on in the Higher Grade Schools, it is not necessary to add much to the statements in my last report; but it is gratifying that against no single one of them can a charge of inefficiency be brought. They vary, as has been said, in the advancement of their work and in the success with which particular subjects are taught, but in all of them there is much earnest and effective teaching, and there is good reason to hope that a similar success may attend those recently sanctioned. The literary subjects have, of course, a large share of attention, and next to English, Latin is the language which receives most. It is usually very well taught especially as far as translation and composition are concerned. In some cases, however, quantity and rhythm in poetry are less satisfactory. Instances have been met

General success of Higher Grade work.

Latin.

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with where a class translated creditably from Virgil's Aeneid, but knew nothing of a hexameter and had never heard of scanning. This is no doubt due to the tyranny of the written examination, to which, in more than one subject, everything that cannot be included in it is apt to be sacrificed. Small classes in Greek are found in the larger centres, but, except in the schools which send scholars to the Bursary Competitions at the Universities, they are only moderately advanced. French and German, the latter often as an alternative to Latin, occupy a prominent place, and as I remarked last year, there has been a very great advance both in the qualifications of the teachers and in the methods of teaching. It is now much more common than it was a few years ago to find classes which readily understand spoken French or German, as the case may be, and can respond satisfactorily. The excellent exercise of committing to memory poetical or even prose passages, and the telling by the teacher of simple stories to be reproduced both orally and in writing, are gaining ground. In a few cases there has been a tendency to attempt too many languages, but as a rule scholars do not take more than two. The mistake of beginning a class with two languages at one time has been found even in very good schools.

Greek.

Improvements in Modern Language teaching.

A weakness in connection with the smaller schools especially, is the too limited proportion of scholars who complete the curriculum. Some will inevitably drop off from one cause or another, but it cannot be considered judicious to enrol for the Higher Grade course any scholar who is known to be simply waiting till he can leave school at fourteen years of age. I expect, however, that this evil will diminish as time goes on, and that the very existence of the Higher Grade course will induce parents to leave their boys and girls sufficiently long at school to take advantage of it. It is a truism that in these matters the supply increases the demand.

Caution in enrolment needed

While, in common with the colleagues who assisted me, I have seen something of the work of these schools in all subjects, the special inspection in Mathematics, Science, and Drawing has fallen to Mr. Ewen, whose services have been as laborious as they have been valuable. I cannot do better than allow him to state his impressions in his own words:—

Mr. Ewen's services.

His report.

Science in Higher Grade Schools. New laboratories. Temporary provisions.

"Science instruction is now fairly established in most of the higher grade schools in the Division, and as a rule the work is receiving its due share of attention as one of the fundamental subjects in the curriculum. A number of the more recently sanctioned higher grade schools and departments have not as yet been able to obtain possession of their new laboratories, but these are rapidly being got ready; and in most cases where it has been possible, some temporary provision has been made for carrying on preliminary experimental work pending the completion of the laboratory.

Correlation of Science and Mathematics in large schools.

"In the large town schools, where instruction in experimental science has formed an integral part of the curriculum for a number of years, this work usually constitutes a department by itself. Care, however, is being taken to carry it on in close correlation with the mathematical instruction, on which the preliminary science work is naturally founded.

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"In the smaller urban and rural schools, and in this category most of the higher grade schools and departments in the Division must be included, the subjects of science and mathematics are as a rule under the care of the same teacher who thus has ample opportunities for carrying them on in a well ordered correlation, gradually evolving the preliminary work in science from the exercises done under the mathematical syllabus. In this way mathematics and science can be made of very real help to each other, and the logical connection between them fully maintained. In smaller schools.

"The science curriculum in use in most of the higher grade departments generally provides for a first year's course in the measurement and calculation of such quantities as length, area, volume, and mass, the determination of densities, various experiments in fluid pressure, and other work of a similar nature in the domain of practical physics. Such instruments of precision, therefore, as the metre-stick, rule, callipers, burette, measuring glass, pressure tube and physical balance, are largely in evidence in first year work, and a valuable training in accurate observation, careful measurement, and precise statement, is obtained. Much attention should be given at this stage, and throughout the whole course, to curve-plotting, and the clear diagrammatic illustration of the work. Normal Science Curriculum. First year's course. Physics. Apparatus. Curve plotting.

"The work of the second year deals mainly, as a rule, with elementary problems in chemistry, quantitative as well as qualitative, leading up to a general statement of the simpler chemical laws and principles, and again demanding careful manipulation, accurate measurement, and concise description." Second year's course. Chemistry.

"In the third year the subject of heat is usually proposed to be dealt with, along with a revision, unification, and extension, of the work of the former years. The greatest variation in the different syllabuses, naturally is found in the work laid down for the third year. Any deviation in the first or second years' work is usually concerned with the amount of ground proposed to be covered, or the manner in which the different portions are to be taken up." Third year's course. Heat. Revision of earlier work.

"An endeavour is being made at present in the Gordon Higher Grade School at Huntly, to evolve a course of work in experimental science bearing largely on the principles of housecraft, with the intention of making it specially suitable for girls. The development of this experiment is being watched with great interest, and the authorities are hopeful of success. Here again the greatest deviation from what may be termed the normal course, will naturally be found in the third year's work. Special course for girls at Huntly.

"There is extremely little variation in the time given to experimental science in the different higher grade departments in the Division. The minimum time of three hours per week in each of the three years of the higher grade course, is, in nearly every case, allotted to this work for both boys and girls. In one or two of the larger schools more time is devoted to experimental work. Anything less can hardly be regarded as satisfactory provision for practical work in science. Time given to science instruction. Three hour per week each year as minimum.

"Care should be taken, throughout this experimental work, that due scope is given to the pupils to draw their own conclusions from their experiments, and to think out alternative methods of obtaining their results. The mere carrying out of a series of experiments of which every detail has been carefully planned beforehand by the teacher, will not afford the valuable mental training which a true course of instruction in experimental science is so well fitted to impart. The subject loses much of its educational value if its intellectual aspect is not fully maintained. Scope for originality in science. Educational Value.

"Where manual instruction is taken up as part of the boys curriculum, the correlation of this work with the experimental science instruction, wherever this can be reasonably carried out, is of considerable assistance to both. Simple pieces of apparatus in illustration of principles arising in connection with the science work, or suitable for experimental use in the laboratory, should be thought out, drawn, and made by the boys as opportunities occur. Modifications in the forms of various models should be Manual Instruction. Correlation with science With drawing.

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Needlework

schemed and carried out by the boys from time to time as exercises in applied design based on their drawing instruction. The girls might find a similar outlet for their originality in designs for needlework.

Drawing. Actual objects being studied. Work improving.

"The drawing instruction in higher grade schools is, as a rule, on good lines, and endeavours are being made to carry out the work faithfully on the basis of the study of actual objects, natural and fashioned, and their representation in various mediums with as much accuracy as the pupils are capable of. The whole work bears evidence of a gradual improvement throughout."

Mr. Wattie—trend of present School methods.

The following suggestive passage from Mr. Wattie's report, in which he gives his impressions of the present trend of school education, may fittingly be inserted here:—

School work becoming more consonant with facts of psychology.

"One point which forces itself upon my mind is that in our school work as a whole we are now getting on to lines of procedure more in consonance with the facts of psychology. We are recognising more fully that the mind which we are endeavouring to mould is one, that the different faculties are only varying activities of one fundamental unity, that the various knowledges represented by the different subjects of our curricula are not held by the mind in independent water-tight compartments, and that so far as they are partially so held the realisation of them is imperfect and incomplete. This tendency I trace in the growing practice of utilising items of knowledge acquired in connection with one subject to build upon in connection with another; in the growing practice of correlating the various subjects in the every day routine of the schools, as History with Geography, Nature Knowledge with Drawing, and both with the passing panorama of the seasons; and still more in the growing practice of using the lessons in Composition, oral and written, to bring to a focus and fix the various knowledges embraced in the different subjects. We are also recognising more fully that mental development proceeds not *per saltus*, but spirally. This tendency I trace in the increasing application of the concentric or intensive method of instruction. This method first came into favour in the treatment of History, the subject in which its difficulties are perhaps most obtrusive; but the underlying principle is now being applied to Geography, to Nature Knowledge, to Physical Exercises, indeed to all departments of school work. It is probably most marked in Arithmetic, because of its almost total absence from the schemes of the revised and subsequent Codes. It is in the smaller schools that this principle can be most fully carried out, and to this fact no small part of their success is due; but even in the large city schools it is growing in favour, and, with the wider conception now entertained of the duties of a head master, and the partial promotion of teacher with class, its influence may be expected to become still more marked. Besides, unless the class-teacher looks both before and after beyond his own little section of the children's life, his work cannot have its fullest fruition. We are also recognising, partially at least, that knowledge comes most fully and most truly by doing. This tendency I trace in the newer methods of developing Arithmetic, in the whole method of instruction in Drawing, in the growing favour of hand-and-eye subjects of training, in the increasing recognition of the value of expression, and—though here, perhaps, the possibilities are least fully realised—in the treatment of Nature Knowledge. We are also recognising more fully that the life of the child—whether in the school or out of it—is one, and that consequently, as the teacher assumes for the time being the duties of the parent, he cannot evade the responsibility of assuming for the time being (so far as is possible for him) the whole of those duties. This intensely human and social view of the teacher's work is most evident in the poorer city schools, in the training which the children get in orderly and moral habits, in the glad readiness with which the teachers co-operate in the work of feeding and clothing; and the conviction is steadily growing in my mind that the school should be more utilised than it has hitherto been as a centre for the activities that concern themselves with the social betterment of the lower classes."

Concentric or intensive method of teaching.

Knowledge comes most fully by doing.

Social view of teacher's work.

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I cannot conclude without expressing my obligations to my colleagues for their excellent reports and my regret that the space at my command has not permitted me to use them more fully. My cordial thanks are also due to Mr. Walker, Sub-Inspector, for his valuable assistance in the preparation of this report.

I have the honour to be

MY LORDS,

Your Lordships' obedient Servant,

JOHN BOYD.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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PART II. OF APPENDIX.

Detailed Statistics of Annual Grant Schools.

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DETAILED STATISTICS OF ANNUAL GRANT SCHOOLS.

TABLE 1.—EXPENDITURE FROM EDUCATION GRANTS.

(A.)—*Classified according to Object of Grant.*

	For Year ended 31 Dec. 1905.	Compared with Year ended 31 Dec. 1904. Increase.	Decrease.
	£ s. d.	£ s. d.	£ s. d.
1. Annual Grants for Day Scholars	889,281 18 0	18,771 11 7	
Grants for Blind and Deaf Mute Children	3,913 16 2	161 12 8	—
2. Grants to School Boards under Act 35 and 36 Vict. c. 62, s. 67, and 60 and 61 Vict. c. 62, s. 1	66,244 7 4	2,009 0 2	—
3. Fee Grants for Day Scholars	344,670 17 0	870 16 0	—
4. Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	13,606 0 3	179 18 3	—
5. General Aid Grant	239,084 12 6	53,609 16 6	—
6. Special Grants to Schools in Highlands and Islands	1,500 0 0	70 0 0	—
7. Grants for Training of Teachers	64,997 18 8	2,079 19 5	—
8. Pensions and Gratuities to Teachers	11,192 1 9	187 1 1	—
9. Grants under Code for Continuation Classes	125,373 9 11	4,169 17 5	—
10. Grants for Royal Scottish Museum, Edinburgh	14,484 15 3	—	2,582 15 2
11. Administration :— £ s. d.			
Office in London — 17,194 0 6			
Inspection — 40,575 9 2	58,623 5 4	—	1,959 4 2
Office in Edinburgh — 853 15 8			
Total	1,832,973 2 2	82,109 13 1	4,541 19 4

(B).—*Classified according to Denomination of Recipients.*

	For Year ended 31 Dec. 1905.	Compared with Year ended 31 Dec. 1904. Increase	Decrease.	From 1839 to 31 Dec. 1905.
	£ s. d	£ s. d.	£ s. d.	£ s. d.
On Public Schools	790,100 13 9	12,519 3 8	—	14,965,873 11 8
„ Church of Scotland Schools	28,203 12 2	23 8 2	—	3,959,386 10 3
„ United Free Church Schools	25,752 7 0	475 3 8	—	
„ Undenominational School	26,185 5 8	3,477 2 9	—	
„ Episcopal Schools	15,251 5 8	458 16 0	—	434,775 4 3
„ Roman Catholic Schools	83,892 10 4	4,246 10 6	—	1,380,859 11 6
Administration (as in Table A.)	58,623 5 4	—	1,959 4 2	1,334,438 8 0
Grants to School Boards under Acts 35 & 36 Vict. c. 62, s. 67, and 60 & 61 Vict. c. 62, s. 1	66,244 7 4	2,009 0 2	—	579,126 12 6
Special Grants to Schools in Highlands and Islands	1,500 0 0	70 0 0	—	22,236 19 7
Fee Grants for Day Scholars †	344,670 17 0	870 16 0	—	4,366,500 2 0
Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	13,606 0 3	179 18 3	—	101,434 0 3
General Aid Grant	239,084 12 6	53,609 16 6	—	424,559 8 6
Grants for Agricultural Education ¶	—	—	—	14,000 0 0
Grants for Science and Art * ¶	—	—	—	281,730 19 1
Grants under Code for Continuation Classes	125,373 9 11	4,169 17 5	—	415,162 14 10
Grants for Royal Scottish Museum, Edinburgh	14,484 15 3	—	2,582 15 2	69,632 8 4
Expenses of Education Board under Act 35 & 36 Vict. c. 62	—	—	—	29,311 8 4
Total	1,832,973 2 2	82,109 13 1	4,541 19 4	28,379,027 14 1

* Prior to 1898 such Grants were paid by the Department of Science and Art.

† These Grants are distributed in relief of fees, together with the amounts allocated for that purpose under the Local Taxation (Customs and Excise) Act, 1890, and the Education and Local Taxation Account (Scotland) Act, 1892.

¶ Grants for Science and Art, for Evening Instruction and for Agricultural Education are now made under the Code for Continuation Classes.

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TABLE 2.

TABLE showing Number of SCHOOL-HOUSES *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *raised by Promoters;* Total Amount *expended;* and Number of CHILDREN for whom *Accommodation* has been provided;—*Years* 1839 *to* 1887 *inclusive.*

Denominations.	Number of School-houses* Built. Institutions.†	No. of Departments comprised in these Institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or Improved.	Total Amount awarded out of Parliamentary Grants.	Total Amount raised by Promoters. (Voluntary Contributions and Rates.)	Total Amount expended.	Number of Children for whom New Schools have been built.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Number of Children for whom New Schools have been enlarged. ‖ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Total Number of Children for whom Accommodation has been created.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
Public Schools	980	77	95	887	285	766	370	577,955 7 11	2,097,883 7 8	2,675,838 15 7	13627	13942	154296	37864	219729	5339	4277	31584	5411	46611	18966	18219	185880	43875	266940
Church of Scotland Schools	235	56	83	141	20	127	71	63,761 16 2	135,575 1 7	199,336 17 9	8815	9978	5113	1660	35566	387	959	1619	563	4528	10202	10937	16732	2823	40094
Free Church Schools	167	47	49	113	12	101	56	36,615 14 0	75,322 5 7	111,937 19 7	5480	5127	13085	698	24390	621	546	677	177	2021	6101	5673	13762	875	26411
Episcopal Schools	8	4	5	1	1	7	1	3,915 12 10	6,662 0 2	10,577 13 0	546	746	211	96	1599	–	88	331	36	455	546	834	543	131	2054
Roman Catholic Schools	12	5	5	4	9	3	–	5,118 0 1	12,563 7 5	17,681 7 6	1015	848	640	1019	3522	–	–	–	–	–	1015	848	640	1019	3522
Total	1402	189	237	1146	327	1004	498	687,366 11 0	2,328,006 2 5	3,015,372 18 5	29488	30641	183345	41337	284806	7347	5870	34211	6187	53615	36830	36611	217556	47524	338421

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate head teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

‖ The figures in this group of columns are confined to those cases in which the *area* of the schoolrooms *has been increased.* The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided *without any extension of area.*

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LIST OF DAY SCHOOLS AIDED FROM PARLIAMENTARY GRANT, WITH STATISTICS RELATING THERETO, FOR 1904-5, AND SUPPLEMENTARY LISTS OF SCHOOLS, ETC.

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1. The particulars given in regard to each School relate to the School Year (Article 11), ended during the twelve months from 1st September, 1904 to 31st August, 1905.
2. COMBINATION SCHOOLS (under Section 42 of the Education (Scotland) Act, 1872), are printed in italics.
3. A list of School Boards paid additional grants during the year ended 31st August, 1905, in terms of Section 67 of the Education (Scotland) Act, 1872, as amended by Section 1 of the Education (Scotland) Act, 1897, will be found in Table No. 7. "§ 67" has been printed below against the names of School Boards which appear in that list.

NOTE.—P. denotes that the School is a Public School; H.G.P., that it is a Higher Grade Public School; C.S., that it is in connection with the Established Church of Scotland; F.C., with the United Free Church; E., with the Episcopal Church; R.C., with the Roman Catholic Church. The sign ¶ denotes a fee-paying School, and further particulars as to such Schools will be found in Table No. 5. Where the new figures were not available when going to press, those for the previous year have been given and printed in italics.

In the first of the columns for average attendance above ten is entered the average attendance of Scholars between ten and twelve, and of any above twelve who are still in the Senior Division; in the second column is entered the average attendance of scholars over twelve who are enrolled in Supplementary Courses or Hihger Grade Schools. The letter "p" in the column for Certificated Teachers indicates that the teacher is provisionally certificated under Article 60.

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN.																								
	ABERDEEN (Burgh) § 67.			29068																					
4646	¶Ashley Road	P.	12	..	1283	1113	186	349	354	75	964	21	..	4	3595	1255	588	138	..	..	474	1124	..	16	1237 14 7
6476	*Beech Lodge (for Deaf and Dumb)	P.	12	..																					
2760	Broomhill	P.	10	..	1511	1085	202	355	414	40	1021	20	..	7	2910	1188	606	130	..	..	845	74	..	67	1256 2 9
2805	Causewayend	P.	10	..	1377	1559	310	505	524	74	1413	30	1	8	4100	1536	772	171	..	..	1465	146	..	10	1781 16 10
5298 HG	Central H.G.	HGP	6	..	640	635	..	..	7	618	625	18	..	.	4047	974	259	65	..	..	2567	64	75	43	2027 16 0
1201	Commerce Street	P.	10	..	676	597	111	189	220	28	548	13	..	4	1761	660	328	75	..	..	658	39	..	1	688 15 0
1579	Ferryhill	P.	12	..	1128	1188	219	401	373	69	1062	20	3	4	3986	1317	642	140	..	..	788	56	..	49	1399 13 3
2412	Frederick Street	P.	11	..	713	708	106	212	263	35	616	16	..	4	2379	721	368	81	..	..	1159	46	..	5	782 5 5
2411	Hanover Street	P.	10	..	950	926	181	322	280	37	820	18	..	4	2549	913	478	97	..	..	985	65	..	11	1021 13 0
4464	Holburn Street	P.	10	..	977	1023	176	332	370	40	918	19	2	8	2800	1078	533	128	..	..	992	73	..	1	1143 9 1
4425	King Street	P	11	..	1732	1797	311	630	618	113	1672	28	..	8	4431	2057	985	230	..	..	929	156	..	74	2169 8 0
6210	Kittybrewster	P.	12	..	1020	1183	207	434	391	31	1063	20	..	7	3003	1260	636	141	..	..	793	133	..	30	1309 5 10
2536	Marywell Street	P.	10	..	579	511	85	147	135	35	452	11	..	4	1889	545	282	63	..	..	806	50	..	2	586 6 4

2172	Middle	P.	10	..	1162	790	167	346	404	43	960	19	..	9	2787	1192	580	127	..	..	817	70	..	..	1235	8	3
6896	Mile End	P.	12	..	1158	1130	208	375	412	39	1087	21	..	3	3128	1243	549	159	..	..	1001	154	..	82	1281	5	7
3866	Old Aberdeen	P.	12	..	1000	665	172	297	231	31	731	19	..	4	2461	860	476	83	..	..	977	56	..	7	968	9	0
2523	Porthill	P.	10	..	528	537	94	165	196	10	465	10	1	4	1451	529	267	60	..	..	553	27	..	16	567	3	1
2062	Rosemount	P.	12	..	1120	1007	220	372	258	36	866	20	..	8	3004	889	714	46	..	..	1234	101	..	19	1067	18	0
6463	Ruthrieston	P.	11	...	207	102	26	46	17	..	89	2	..	..	558	..	..	..	..	..	548	10	..	..	86	0	2
3966	St. Clement Street	P.	10	..	712	635	107	274	167	29	577	12	1	4	1810	602	339	82	..	..	650	46	..	2	717	15	2
2872	St. Paul Street	P.	12	..	1083	989	141	346	319	78	879	20	..	8	2538	1105	546	123	..	.	694	61	..	4	1158	7	6
4515	Skene Square	P.	10	..	1667	1567	250	510	530	78	1368	27	1	11	3975	1669	806	184	..	..	1230	91	..	2	1755	4	1
2821	Skene Street	P.	11	..	763	784	155	251	280	39	705	18	1	5	2297	817	398	95	..	..	909	72	..	5	875	8	5
1017	Torry	P.	11	..	577	720	162	282	185	32	661	16	2	4	1902	742	398	76	..	..	624	60	..	3	819	8	7
6006	Walker Road	P.	11	..	1715	1549	316	608	548	82	1549	27	1	8	3932	1755	900	188	..	..	911	131	..	46	1947	19	10
3743	Westfield	P.	10	..	456	496	101	158	160	23	442	11	..	4	1556	529	262	63	..	..	672	22	..	7	547	17	3
3699	Woodside	P.	12	..	1525	1292	239	421	440	37	1127	26	1	8	3718	1209	628	140	..	..	1678	68	..	..	1868	6	4
2581	York Street	P.	10	..	429	427	78	121	165	16	330	8	2	4	1244	457	231	53	..	..	479	24	..	..	472	13	1
3420	Practising	C.S.	6	..	879	924	139	305	339	..	883	17	..	11	1864	..	173	..	..	..	..	202	..	287	897	17	3
3420 HG	Practising, H.G.	HG CS.	6	..	207	101	..	..	..	33	33	5	..	..	305	..	16	..	..	..	..	245	150	47	333	3	2
2138	St. Andrew's	E.	1	..	454	475	78	133	169	10	390	5	4	..	990	440	229	120	6	65	..	59	..	8	438	17	3
2591	†St. John's	E.	11	..	236	240	40	60	96	10	206	2	3	3	541	250	124	59	..	40	..	23	..	..	252	17	0
4015	St. Margaret's Mission	E.	9	..	412	451	67	126	174	3	370	6	4	2	903	420	231	106	..	112	..	27	..	4	415	1	6
2382	Normal	F.C.	6	..	534	513	106	150	202	..	457	10	..	9	1221	501	270	185	..	..	..	21	..	180	545	13	4
2382 HG	Normal, H.G.	HG FC.	6	..	40	36	..	..	..	30	30	2	..	..	338	133	19	11	..	..	..	2	75	98	125	19	4
961	Cathedral	R.C.	1	..	266	254	45	64	96	8	213	4	..	1	612	224	124	52	..	198	..	19	..	..	240	18	8
6112	Queen's Cross	R.C.	1	..	175	174	47	45	59	8	159	2	1	2	426	161	94	35	..	136	..	9	..	..	184	10	9
4296	St. Peter's	R.C.	1	..	388	346	62	96	113	19	290	3	5	1	886	321	186	78	..	232	..	19	..	..	351	3	5
4785	Asylum for the Blind (now closed)	..	11	..	..	..	..	2	7	..	9	..	..	..	..	..	..	..	..	..	..	..	..	..	41	9	6‡
4789	Deaf and Dumb Institution	..	11	..	..	..	..	4	21	..	25	..	..	..	..	..	..	..	..	..	..	..	..	..	142	12	6
	Aberdour § 67.			318																									
2768	Aberdour	P.	4	..	280	192	33	58	56	12	160	3	1	..	466	206	105	26	25	..	95	..	10	..	191	1	0
205	Auchmedden	P.	4	..	141	81	19	30	20	5	74	1	1	..	208	72	41	10	..	..	85	..	..	..	85	12	0
	Aboyne & Glen-Tanar.			297																									
293	Aboyne	P.	3	..	272	219	43	63	64	16	186	4	1	..	487	234	116	29	20	..	89	..	..	..	226	1	6
321	Glen-Tanar	P.	3	..	113	82	12	27	28	9	76	2	..	..	247	83	35	59	..	..	69	..	..	..	107	5	0
	Alford.			300																									
3671	Alford Village	P.	3	..	238	196	43	60	72	3	178	4	..	..	445	174	96	24	..	..	137	..	..	14	196	4	0
2583	Gallowhill	P.	3	..	158	114	18	38	37	5	98	2	1	..	349	127	59	15	42	..	107	..	..	..	114	9	9
	Ardallie.			271																									
1559	Ardallie	P.	5	..	122	87	11	26	32	8	77	2	1	..	322	109	49	12	22	..	129	..	..	..	109	8	6
4101	Ardallie, Female	P.	5	..	60	64	9	20	23	4	56	1	1	..	153	69	37	49	..	..	..	..	..	..	66	18	3
	Auchindoir & Kearn § 67.			258																									
638	Craig	P.	4	..	48	20	4	5	9	..	18	1	..	..	82	34	10	3	..	..	35	..	..	..	34	13	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																								
	Auchterless.			350																					
3525	Badenscoth	P.	6	..	164	124	16	37	46	12	111	2	..	2	270	129	62	16	..	..	53	..	10	..	143 16 0
3458	Kirktown	P.	6	..	246	125	13	41	53	4	111	2	1	1	373	152	77	19	23	..	101	..	..	..	128 14 3
	Belhelvie.			339																					
537	Balmedie	P.	5	..	160	108	21	56	60	13	150	2	1	..	233	154	78	20	25	..	106	..	..	..	190 8 10
464	Craigie	P.	5	..	80	47	11	14	14	3	42	1	..	..	116	47	26	6	..	..	36	..	..	..	49 1 6
528	Menie	P.	5	..	80	43	10	20	7	..	37	1	..	..	109	41	23	6	..	..	29	..	..	..	38 16 3
4269	Wester Hatton	P.	5	..	80	65	2	27	23	3	55	1	..	1	106	56	35	9	..	..	6	..	..	..	56 17 3
	Birse.			223																					
2081	Ballogie, Female	P.	4	..	58	30	7	16	7	..	30	p	..	..	62	23	13	3	..	..	24	..	..	..	31 16 3
462	Birse	P.	4	..	71	45	4	15	22	..	41	1	..	..	147	42	24	6	..	..	76	..	..	..	42 16 0
448	Finzean	P.	4	..	130	83	13	27	31	2	73	2	..	..	250	88	44	11	43	..	86	..	..	..	83 10 9
641	Forest	P.	4	..	49	11	3	4	3	..	10	p	..	..	61	23	4	1	..	..	29	..	..	4	25 0 0
	Bourtie.			71																					
494	Bourtie	P.	2	..	67	41	2	13	16		35	1	..	..	113	48	19	5	..	..	40	..	..	..	34 15 6
	Cairney.			291																					
495	Alehousehillock	P.	6	..	68	53	9	19	19	..	47	1	1	..	166	80	29	7	..	..	70	..	..	..	61 6 3
4422	Cairney	P.	6	..	146	78	11	19	24	9	63	2	..	..	261	79	36	9	25	..	112	..	..	..	84 18 6
4072	Buthven	P.	6	..	80	73	8	22	32	1	63	2	..	..	202	66	36	30	..	..	42	..	..	..	71 11 0
6485	Shenwell	P.	6	..	108	53	4	17	18	5	44	2	..	..	190	80	33	6	..	..	68	..	..	..	65 15 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School. £	Income of School derived from									Annual Grant paid at end of School Year 1904–1905. £ s. d.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books paid to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	
	ABERDEEN—*cont.*																							
	DAVIOT.			122																				
2733	Daviot	P.	3	..	150	120	14	40	44	4	102	2	..	..	306	109	56	14	20	..	106	..	..	..	119 4 0
	DRUMBLADE.			204																				
3190	Drumblade	P.	6	..	200	129	18	44	38	15	115	3	..	..	384	147	73	18	26	..	110	..	10	..	147 12 6
	DRUMOAK.			171																				
146	Drumoak Central	P.	4	..	155	112	15	34	40	10	99	2	1	1	363	113	57	54	25	..	104	..	10	..	124 15 6
590	Glashmore	P.	4	..	44	36	6	16	12	..	34	1	..	..	87	39	22	5	..	..	22	..	..	..	36 17 0
	DYCE.			347																				
3738	Dyce Overtown	P.	1	..	108	71	12	23	24	..	59	1	1	..	143	68	37	9	..	..	29	..	..	..	66 2 2
1587	Dyce Village	P.	1	..	326	206	39	56	65	19	179	3	1	4	465	196	90	22	37	..	126	..	..	5	284 17 1
	ECHT.			256																				
2055	Cullerlay	P.	5	..	70	45	6	17	14	..	37	1	..	..	91	35	20	5	..	..	31	..	..	..	40 6 0
4264	Kirkton	P.	5	..	215	122	15	38	46	9	108	2	1	..	296	129	67	17	44	..	127	..	..	..	121 9 6
2848	Waterton	P.	5	..	102	46	11	13	15	2	46	1	..	..	109	56	34	8	..	..	12	..	..	..	53 3 3
	ELLON § 67.			782																				
308	Bersfold	P.	4	..	147	102	14	37	36	4	91	2	1	..	282	113	58	14	..	..	97	..	..	..	127 12 6
1870	Drumwhindle	P.	4	..	100	95	15	29	35	10	89	2	1	2	277	112	53	13	..	..	89	..	10	..	114 18 3
2706	Ellon	P.	6	..	580	382	71	129	129	..	329	5	2	6	968	396	224	56	..	..	137	..	40	126	396 9 1
2706 H G	Ellon, H.G.	HGP	6	..	50	41	..	..	..	36	36	2	..	..	293	92	16	4	34	..	106	..	40	..	188 4 6
100	Esslemont	P.	4	..	134	99	13	35	30	3	81	2	1	..	278	94	46	12	..	..	126	..	..	..	104 4 5

	FINTRAY.			159																							
4318	Disblair	P.	5	.	86	41	8	11	15	2	36	1	1	..	122	51	19	5	..	..	46	..	..	..	51	16	9
1248	Hatton	P.	5	..	140	92	10	33	31	6	80	2	1	..	313	114	52	13	24	..	109	..	..	..	96	5	9
	FORGUE § 67.			260																							
3141	Forgue	P.	4	..	180	110	9	33	40	6	98	2	1	..	310	115	57	54	23	..	62	..	..	..	111	9	0
3770	Largue	P.	4	..	140	115	14	31	36	15	96	2	1	..	336	123	57	54	..	..	91	..	10	..	126	3	6
3635	Forgue	E.	4	..	78	35	11	8	13	..	32	1	..	..	79	34	19	9	..	11	..	..	..	..	34	8	8
	FOVERAN.			480																							
861	Culterculleu	P.	2	..	210	116	20	47	36	14	117	2	1	1	336	128	63	17	6	..	121	..	..	1	149	19	0
329	Foveran	P.	2	..	204	88	10	29	30	7	76	2	..	1	282	96	40	11	28	..	95	..	10	1	96	5	6
3065	Newburgh Mathers	P.	2	..	247	184	34	55	52	12	153	2	1	..	414	189	89	23	..	..	103	..	10	..	182	6	6
	FRASERBURGH § 67.			2114																							
5294 HG.	Academy, H.G.	HGP	6	..	233	101	..	..	..	91	91	4	..	..	354	344	59	15	..	..	237	..	200	..	282	7	0
3806	Broadsea	P.	5	..	211	214	49	64	65	..	178	3	..	3	381	198	109	27	..	..	47	..	..	..	176	19	7
4440	Fraserburgh	P.	5	..	960	945	1	332	429	..	752	15	2	..	1919	798	418	105	..	..	589	..	..	9	894	0	6
6404	Fraserburgh, Infant	P.	5	..	540	509	298	94	..	..	392	7	3	..	806	380	254	64	..	..	108	..	..	..	419	4	6
3517	Fraserburgh, Female Industrial	C.S.	5	..	188	169	39	66	30	..	135	3	..	2	318	176	97	49	18	..	..	..	..	..	151	14	6
3143	St. Peter's	E.	5	..	304	334	47	117	30	14	258	4	1	2	558	312	167	84	26	30	..	..	..	..	315	11	7
	FYVIE.			542																							
3146	Fyvie	P.	3	..	179	122	11	41	49	7	108	2	..	2	437	136	66	17	55	..	168	..	..	..	138	13	9
9657	Fyvie, Female	P.	3	..	123	78	10	12	27	13	62	1	1	..	154	83	33	10	..	..	22	..	..	..	78	8	4
3289	Melklefolla	P.	3	..	204	135	11	44	44	16	115	3	..	..	343	140	69	17	25	..	92	..	..	..	149	9	0
1158	Steinmanhill	P.	3	..	162	49	5	16	18	2	41	1	1	..	130	48	24	6	..	..	52	..	..	..	48	1	6
3634	Woodhead	P.	3	..	162	111	14	36	39	10	99	1	2	..	249	87	48	12	..	..	102	..	..	..	123	10	3
4040	St. Katharine's, Female	C.S.	3	..	96	40	6	15	12	2	35	1	..	..	79	38	21	11	..	10	..	..	..	..	40	15	6
2260	All Saints' (*New closed*)	E.	3	..	62	25	4	7	8	..	19	1	..	..	56	25	9	3	1	11	..	..	..	..	15	9	4
	GARTLY.			191																							
2527	Braes of Gartly	P.	2	..	47	30	7	7	11	..	25	1	..	..	83	43	13	7	..	..	20	..	..	..	41	17	9
3939	Central	P.	2	..	135	96	10	30	36	7	83	2	..	..	266	99	53	23	24	..	67	..	..	..	101	10	0
	GLASS.			181																							
1371	Beldorney	P.	2	..	100	43	6	13	17	1	37	1	..	1	110	52	20	5	..	..	32	2	..	..	55	6	0
509	*Glass*	P.	2	..	162	108	11	26	40	10	87	2	1	..	353	134	61	15	33	..	109	2	..	..	124	0	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																								
	GLENBUCKET § 67.			85																					
4046	*Balloch*	P.	4	..	35	11	3	4	2	..	9	p	..	..	54	25	5	1	..	..	23	..	..	..	24 7 6
2798	Glenbucket	P.	4	..	109	62	16	19	18	..	53	1	..	..	172	74	32	48	..	..	18	..	..	..	66 4 0
	GLENGAIRN.			84																					
1026	Glengairn	P.	3	..	80	24	..	7	14	..	21	1	..	..	74	40	13	3	..	..	17	..	..	..	39 8 3
	GLENMUICK & TULLICH.			418																					
4001	Ballater	P.	3	..	418	301	62	87	105	13	267	6	..	2	719	305	155	39	26	..	134	..	10	..	312 14 9
2330	Birkhall, Female	P.	3	..	42	33	4	8	14	5	31	1	..	..	79	46	17	4	..	..	12	..	..	..	51 16 10
676	Inchmarnock	P.	3	..	40	21	4	4	10	..	18	1	..	..	75	38	13	3	..	..	21	..	..	..	34 15 6
2618	Kinnord, Female	P.	3	..	40	25	4	11	8	..	23	1	..	..	71	45	17	4	..	..	4	..	..	..	39 18 6
	HUNTLY § 67.			1084																					
4245	Gordon	P.	6	..	1164	869	138	245	275	126	784	15	5	6	2697	1061	482	119	101	..	733	..	200	..	1178 11 8
4245 HG.	*Gordon, H.G.	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
88	Kinnoir	P.	6	..	124	52	9	13	27	..	49	1	1	..	176	64	28	47	..	..	37	..	..	..	64 12 9
2364	Longhill	P.	6	..	65	50	7	16	19	..	42	1	..	..	120	57	25	6	..	..	32	..	..	..	61 1 3
3501	Huntly	R.C.	6	..	126	96	14	29	32	6	81	1	1	1	210	100	51	25	..	33	..	..	..	..	102 17 0
	INSCH § 67.			314																					
3172	*Glenfoudland*	P.	2	..	87	79	8	29	25	..	62	1	..	..	133	83	39	10	..	..	1	..	..	..	69 1 1
4409	Insch	P.	2	..	411	253	39	75	84	24	222	4	1	3	618	311	138	35	35	..	69	..	..	30	292 0 0
4391	Largie	P.	2	..	128	72	7	23	28	..	58	1	1	..	159	75	40	10	..	..	33	..	..	..	64 5 6

	INVERURIE § 67.				732																								
6455	Inverurie		P.	6	..	670	586	1	202	272	54	529	0	1	8	1804	684	396	72	32	..	658	..	30	1	849	15	9
6455 H.G.	*Inverurie H. G.		P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2650	Market Place Infant		P.	5	..	582	251	133	91	..	..	324	3	2	1	455	200	131	33	..	..	91	..	..	..	224	15	6
3198	St. Mary's		M.	5	..	95	99	28	35	22	..	85	1	..	..	144	76	44	22	..	60	..	9	..	..	88	19	0
	KEIG § "				122																								
3204	Keig		P.	3	..	197	102	14	32	35	12	93	2	..	1	334	118	56	14	22	..	150	..	10	13	120	11	9
	KEITHHALL & KINKELL.				172																								
579	Keithhall		P.	6	..	140	121	15	40	47	..	102	2	1	1	270	111	59	15	20	..	60	..	..	5	114	16	3
	KEMNAY.				447																								
3781	Kemnay		P.	6	..	508	463	72	139	143	48	402	7	1	8	987	488	245	51	34	..	69	..	50	..	745	6	8½
3781 H.G.	*Kemnay H. G.		P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	KENNETHMONT.				194																								
515	Kennethmont		P.	3	..	168	135	27	36	42	12	117	2	..	2	300	139	67	17	27	..	51	..	..	..	149	10	0
903	Old Town		P.	3	..	63	57	8	19	19	..	46	1	..	..	107	40	22	6	..	..	39	..	..	..	85	3	9
	KILDRUMMY.				118																								
439	Kildrummy		P.	4	..	137	87	11	27	24	11	73	2	..	..	276	98	44	11	25	..	98	..	10	..	94	18	6
	KINCARDINE O'NEIL.				401																								
3810	Greenburn		P.	4	..	60	30	6	10	6	2	24	1	..	..	83	25	13	3	..	..	42	..	..	..	23	5	6
3452	Kincardine O'Neil		P.	4	..	146	109	23	32	35	6	96	2	1	..	320	116	52	14	..	..	132	..	..	..	113	0	9
3739	Tornaveen		P.	4	..	90	72	9	19	30	..	58	1	1	..	215	76	35	9	9	..	86	..	..	..	75	6	9
2674	Torphins		P.	4	..	227	195	22	53	68	22	165	3	2	..	535	254	118	30	31	..	92	..	10	..	214	8	0
	KINELLAR.				105																								
3325	Kinellar		P.	5	..	120	79	12	29	25	2	68	1	1	..	181	72	40	10	..	..	59	..	..	..	76	13	3
	KING EDWARD.				164																								
1147	Fisbery		P.	3	..	60	33	8	7	14	..	29	2	..	..	165	36	20	55	..	..	55	..	..	..	31	7	0
3224	King Edward		P.	3	..	140	117	19	34	37	15	105	2	1	1	397	140	61	55	25	..	106	..	10	..	138	16	9
	KININMONTH § 67.				208																								
1076	Ballearn		P.	5	..	60	60	12	22	18	..	52	1	1	..	146	55	31	48	..	..	12	..	..	..	55	16	6
4329	Kininmonth		P.	5	..	200	128	18	38	43	10	109	2	1	..	341	133	66	17	26	.	90	..	10	..	133	2	3

List of Schools aided from Parliamentary Grant—*Continued.*

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	ABERDEEN—cont.																								
	Kintore § 67.			608																					
2687	Kintore	P.	1	..	330	312	45	82	108	16	251	5	1	3	711	287	134	32	46	..	198	..	15	..	804 1 6
2173	Leylodge	P.	1	..	86	55	6	21	23	..	50	2	..	..	125	59	34	10	..	..	22	..	..	..	59 19 3
4561	Port Elphinstone	P.	1	..	218	186	25	56	64	7	152	2	1	2	366	176	95	22	..	..	72	..	..	..	180 14 0
	Leochel Cushnie.			251																					
313	*Cairnoullie Combn.*	P.	3	..	60	62	12	19	17	4	52	1	1	..	174	61	28	7	..	..	78	..	..	..	71 3 3
520	Corse	P.	3	..	128	100	14	31	34	5	84	2	..	..	249	99	50	13	20	..	66	..	..	..	100 15 6
3610	*Craigievar Combn.*	P.	3	..	140	95	6	28	33	4	71	2	..	..	262	84	44	11	..	..	123	..	..	..	86 7 3
3888	Cushnie	P.	3	..	106	69	10	19	24	1	54	2	..	..	276	63	34	56	..	..	121	..	..	..	61 3 0
	Leslie			106																					
3264	Leslie	P.	1	..	106	97	3	35	42	3	83	2	1	..	313	90	47	41	47	..	80	..	..	..	97 14 0
	Logie-Buchan § 67.			145																					
4008	Arrochie	P.	4	..	100	68	6	27	29	..	62	1	1	..	201	68	37	49	..	..	46	..	..	..	68 17 3
1495	Tipperty	P.	4	..	92	99	13	31	32	3	84	1	..	1	215	96	51	13	..	..	54	..	..	..	95 0 6
	Logie-Coldstone			159																					
3081	*Logie-Coldstone*	P.	3	..	155	92	7	32	20	17	85	2	..	2	309	110	50	12	30	..	97	..	10	..	122 12 9
2196	Migvie	P.	3	..	53	37	5	14	13	..	32	1	..	..	127	51	17	4	1	..	4	..	..	..	34 19 9
	Longside.			563																					
1410	Kinmundy		2	..	178	120	17	43	41	9	110			..	258	190					45				185 4 8

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3509	Longside	P.	2	..	197	171	27	57	59	10	153	3	1	..	415	181	94	28	45	..	72	.	..	..	180	12	9
526	Mintlaw	P	2	..	218	188	27	47	58	11	189	3	..	..	313	155	88	20	..	..	55	..	..	..	165	5	3
525	Rora	P.	2	..	179	126	16	42	47	7	112	2	..	1	250	119	64	15	..	..	52	..	..	..	132	17	3
	LONMAY § 67.			357																									
1431	Blackhills	P.	5	..	134	110	11	39	37	8	95	1	1	1	248	99	50	19	..	..	84	..	..	2	118	14	3
527	Lonmay	P.	5	..	211	147	13	40	55	24	132	3	..	2	430	190	88	22	33	..	75	..	..	22	185	14	0
411	St. Combs	P.	5	..	197	141	23	44	52	..	124	3	..	1	371	135	74	19	..	..	141	..	..	2	186	15	0
	LUMPHANAN.			191																									
3763	Lumphanan	P.	4	..	208	133	18	41	49	6	114	2	..	2	355	113	62	15	43	..	116	..	..	..	133	9	3
	MELDRUM § 67.			417																									
3577	Commercial Road	P.	4	..	350	248	..	74	117	21	212	4	1	..	530	266	120	98	20	..	81	..	..	..	270	19	9
1898	Kirk Street, Infant	P.	4	..	126	105	60	32	..	..	98	2	..	..	156	35	56	14	..	..	1	..	..	..	92	17	9
1600	Tulloch	P.	4	..	70	42	6	13	14	3	36	1	..	..	95	40	22	5	..	..	27	..	..	..	43	10	0
	METHLICK.			348																									
4324	Cairnorrie	P.	2	..	141	126	22	32	39	19	112	2	..	2	324	162	68	13	..	..	66	..	10	..	153	18	0
125	Methlick	P.	2	..	282	216	31	64	61	32	188	4	..	1	501	229	107	26	31	..	70	..	25	3	257	19	5
	MIDMAR.			213																									
3300	Midmar and Corsindae Memorial	P.	5	..	140	145	16	49	47	13	125	2	1	..	396	102	78	20	25	..	112	..	..	..	155	7	9
	MILLBREX.			287																									
2607	Millbrex District, Female	P.	3	..	64	31	4	13	10	..	27	1	..	..	78	26	14	4	..	..	34	..	..	..	29	9	0
1396	Millbrex, Male	P.	3	..	110	44	5	16	15	2	38	1	..	..	143	36	19	5	..	..	83	..	..	..	44	10	3
2977	Millbrex District	C.S.	3	..	85	65	10	19	29	..	58	1	..	..	108	52	32	16	4	..	..	2	..	2	56	17	3
	MONQUHITTER § 67.			527																									
4080	Garmond, Female	P.	6	..	66	38	20	12	2	..	34	1	..	..	81	36	21	5	..	..	19	..	..	..	33	5	6
1165	Greenes	P.	6	..	170	96	12	35	33	3	83	1	1	1	245	85	47	11	..	..	102	..	..	..	98	8	9
3987	Monquhitter	P.	6	..	283	259	35	67	103	23	231	4	1	2	541	259	141	35	27	..	68	..	15	..	303	14	9
	MONYMUSK § 67.			222																									
24	Monymusk	P.	1	..	163	130	14	41	45	12	112	3	..	1	347	138	68	16	59	..	65	..	..	..	141	3	9
4708	Sir Arthur Grant's	P.	1	..	75	56	8	16	22	..	46	1	1	..	160	54	29	47	..	..	30	..	..	..	50	10	6
4632	Tillyfourie	P.	1	..	99	63	12	18	24	2	56	1	1	..	150	61	34	7	..	..	49	..	..	..	63	13	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																							
	New Byth § 67.			998																				
4125	Crudie	P.	6	..	218	117	14	40	37	10	101	2	..	..	317	128	66	17	..	..	94	2	..	1	126 16 3
3410	New Byth	P.	6	..	242	155	26	44	48	16	134	3	..	..	341	151	75	19	30	..	68	2	..	1	167 14 0
1408	Upperbrae	P.	6	..	121	100	16	33	26	7	82	2	..	..	188	89	55	14	..	..	24	2	..	..	96 5 0
	New Deer § 67.			725																				
2275	*Cairnbanno, Madras*	P.	5	..	164	117	14	39	43	7	103	2	1	1	282	113	61	55	..	..	52	..	..	..	126 3 3
3615	Knaven	P.	5	..	103	70	6	24	28	4	62	2	..	..	232	68	37	49	..	..	78	..	..	..	74 9 0
234	New Deer	P.	5	..	235	176	..	41	94	25	160	3	..	2	498	256	105	26	31	..	59	..	15	..	223 0 8
3425	New Deer, Infant	P.	5	..	182	108	52	47	1	..	100	2	..	..	199	100	66	17	..	..	16	..	..	..	101 14 3
1073	Oldwhat	P.	5	..	120	50	9	17	14	5	45	1	1	..	211	48	26	46	..	..	90	..	..	..	53 0 0
4196	Whitehill	P.	5	..	157	107	12	36	31	17	96	2	..	2	294	129	65	16	..	..	68	..	10	..	133 16 3
2897	Bonnykelly	P.	5	..	124	48	8	16	15	..	39	1	1	..	129	42	23	51	..	12	..	..	..	..	42 19 6
	Newhills § 67.			1117																				
2915	*Blackburn*	P.	6	..	166	121	22	40	38	5	104	1	1	2	293	119	59	15	..	..	100	1	..	..	129 10 6
2761	Bucksburn	P.	6	..	582	504	100	137	148	33	418	9	1	4	1139	529	259	64	31	..	224	6	25	..	509 5 6
443	Kepplehills	P.	6	..	112	47	9	13	19	1	42	1	1	..	137	59	27	47	..	..	4	..	..	..	48 0 3
3228	Kingswells	P.	6	..	140	88	19	30	29	2	80	1	1	1	237	92	53	13	..	..	78	2	..	..	90 0 9
2682	Stoneywood	P.	6	..	599	357	88	107	103	23	316	6	1	3	877	370	183	46	..	..	265	4	10	..	385 18 9
	New Machar § 67.			287																				
857	New Machar	P.	5	..	214	184	22	60	70	8	160	2	1	..	364	178	92	43	23	..	28	..	..	..	188 18 6
3823	Parkhill, Female	P.	5	..	103	75	13	28	34	..	75	1	1	..	175	80	50	13	..	..	31	..	..	..	83 4 0
3055	*Whiterashes*	P.	5	..	119	69	5	28	34	..	68	1	1	..	168	80	47	13	..	..	28	..	..	..	82 4 0

	New Pitsligo.			509																							
1164	*Glassiaw*	P.	2	..	70	34	5	11	11	1	28	1	..	..	90	47	14	4	..	..	25	..	.	..	40	17	9
2231	New Pitsligo	P.	2	..	464	252	35	81	75	25	216	4	1	3	542	300	131	35	80	..	71	..	15	..	284	2	9
2234	St. John's	E.	2	..	314	197	38	57	51	13	159	3	..	3	348	177	98	102	10	32	..	5	..	..	198	10	9
	Old Deer § 67.			657																							
2063	Bulwark	P.	2	..	62	38	13	15	6	..	34	1	..	..	77	31	19	5	..	..	23	..	..	..	35	4	8
2905	*Clochoan*	P.	2	..	110	102	21	35	29	..	85	2	1	..	270	35	48	12	..	..	125	..	..	..	85	16	0
419	Fetterangus	P.	2	..	110	100	21	36	25	2	84	1	2	..	240	36	46	12	..	..	96	..	..	..	92	5	9
2871	Mead	P.	2	..	300	240	48	64	75	14	201	4	2	..	541	251	120	30	..	..	124	..	15	..	220	7	11
2424	Old Deer	P.	2	..	167	144	20	31	48	21	120	3	1	1	466	166	75	49	69	..	77	5	25	..	168	6	6
2976	*Shannas Side*	P.	2	..	142	90	8	24	37	5	84	2	..	1	236	99	50	13	..	..	75	..	..	..	102	13	9
2473	Stuartfield, Girls	P.	2	..	140	116	28	30	43	..	101	1	2	..	217	90	52	13	..	..	62	..	..	..	104	0	3
	Old Machar.			287																							
5642	Bridge of Don	P.	2	..	159	85	21	28	20	8	77	2	1	..	232	79	41	60	..	..	95	6	..	..	92	15	0
3523	Denmore	P.	2	..	101	72	16	22	18	9	66	2	..	..	186	80	39	20	..	..	43	4	..	..	88	11	6
1064	Whitestripes	P.	2	..	97	60	6	18	23	7	54	1	1	..	172	64	29	96	..	..	..	5	..	..	70	2	9
	Oyne.			166																							
3675	Oyne	P.	2	..	164	116	10	36	40	15	101	2	..	2	376	131	62	15	36	..	122	..	10	..	137	14	0
	Peterculter.			390																							
270	Countesswells	P.	1	..	84	64	8	26	17	2	53	1	1	..	160	61	30	8	..	1	61	..	..	..	60	17	6
468	Craigton	P.	1	..	456	353	70	114	107	21	312	7	1	1	898	331	169	33	30	2	324	..	..	..	378	13	0
145	Oults	P.	1	..	334	250	49	85	88	17	239	6	1	..	342	262	135	32	..	..	413	..	..	..	235	16	6
722	Eddleston	P.	1	..	89	68	10	25	24	..	59	1	..	..	144	73	34	7	..	1	29	..	..	..	74	7	6
	Peterhead (Burgh) § 67.			2557																							
4260	Academy	P.	6	..	185	170	..	..	113	30	143	4	1	1	556	211	88	51	..	..	205	..	..	..	226	13	5
4260 H.G.	¶Academy, H.G.	HGP	6	..	366	209	..	..	..	183	183	6	1	..	1419	528	101	25	82	..	349	110	225	..	632	19	6
3769	Buchanhaven	P.	5	..	156	114	47	52	2	..	101	1	2	..	284	106	63	16	..	..	39	8	..	2	108	2	0
3327	Central	P.	5	..	992	828	..	381	369	..	750	15	1	10	1730	390	468	117	..	..	367	48	..	..	371	5	3
2171	Infant	P.	5	..	440	448	275	96	..	..	371	5	2	2	781	377	224	56	..	..	119	4	..	..	374	18	6
557	North	P.	5	..	360	438	..	128	222	25	375	8	..	4	1,111	430	204	51	..	..	382	44	..	..	431	19	2
4700	North, Infant	P.	5	..	240	230	139	56	..	..	195	4	..	4	409	200	115	29	..	..	59	6	..	..	202	16	6
2247	St. Peter's	E	5	..	339	359	79	132	113	..	324	5	1	3	788	366	195	98	..	27	..	53	..	2	359	12	5
	Peterhead (Landward) § 67.			712																							
2965	Blackhills	P.	5	..	180	109	15	40	39	8	102	2	..	..	245	128	64	16	1	..	35	..	..	..	124	18	6
194	Boddam	P.	5	..	480	280	53	77	35	8	223	4	1	..	590	248	134	33	3	..	171	..	..	..	251	3	3
2584	Burnhaven	P.	5	..	216	201	44	59	56	17	176	4	..	..	402	202	101	25	1	..	72	..	..	..	214	10	6
901	Tortorston	P	5	..	144	105	24	39	26	7	96	2	1	..	254	112	62	15	1	..	64	..	..	..	111	18	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Index Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from								Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	£	Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	£ s. d.
	ABERDEEN—*cont.*																								
	Pitsligo § 67.			558																					
2822	Pitaligo	P.	4	..	186	55	13	21	13	..	47	1	1	..	111	50	28	7	..	..	26	..	..	..	49 14 3
2543	Rosehearty	P.	4	..	422	317	67	97	88	24	276	3	2	2	747	345	171	43	29	..	144	..	15	..	327 11 6
960	Sandhaven	P.	5	..	218	188	32	55	58	15	160	2	1	3	395	202	108	26	..	..	54	..	..	..	202 0 5
	Premnay.			223																					
4077	Premnay	P.	1	..	120	100	14	32	33	11	90	2	1	1	349	121	56	52	33	..	71	..	15	..	117 0 3
	Rathen § 67.			567																					
3780	Inverallochy	P.	4	..	382	300	61	92	78	25	256	3	4	1	603	298	168	41	..	..	101	..	..	..	315 12 6
4013	Memsie	P.	4	..	99	90	15	33	23	..	71	1	1	..	221	50	53	13	..	..	75	..	..	..	70 17 3
558	Rathen	P.	4	..	230	152	20	45	49	17	131	3	1	..	456	152	75	49	46	..	125	..	10	..	168 13 9
	Rayne.			245																					
688	North	P.	4	..	168	148	16	48	53	14	131	3	..	1	417	160	73	18	26	..	129	..	10	1	116 16 9
2878	Old Rayne, Female	P	4	..	76	72	10	25	26	..	61	1	1	..	140	64	35	49	..	..	..	..	..	..	67 12 6
	Rhynie § 67.			232																					
4252	Duff's	P	2	..	72	57	13	20	14	5	52	1	1	..	154	50	27	7	..	..	8	3	..	..	63 10 0
3265	Lesmore	P	2	..	85	70	8	30	22	..	60	1	1	..	150	76	37	9	..	..	24	3	..	..	75 11 6
3345	Rhynie		2	..	240	148	21	54	45	7	127	3	1	..	462	152	77	20	50	..	52	13	..	98	147 17 9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 19).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.													
															£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																							
	TOUGH.			120																				
4036	Tough	P.	3	..	150	152	23	49	40	16	128	2	1	1	311	157	74	18	26	..	35	..	..	1	163 7 6
	TOWIE.			127																				
4095	Ardlair	P.	4	..	57	33	11	14	3	..	28	1	..	..	86	42	16	4	..	..	24	..	..	..	43 10 3
3905	Towie	P.	4	..	149	101	11	29	32	15	87	3	..	..	368	113	54	54	29	..	109	..	10	..	116 17 0
	TULLYNESSLE & FORBES.			133																				
3905	Tullynessle and Forbes	P.	3	..	180	123	15	43	40	8	106	3	..	..	478	125	65	16	24	..	238	..	10	..	127 12 0
	TURRIFF § 67.			839																				
4199	Ardmiddle	P.	6	..	102	79	15	26	23	8	72	2	..	..	219	81	40	10	..	..	87	..	..	..	88 15 3
1725	Birkenhills	P.	6	..	110	96	13	35	37	..	86	1	1	..	210	85	48	12	..	..	65	..	..	..	94 6 9
2519	Fintry	P.	6	..	147	98	13	27	38	9	87	2	1	..	272	98	46	52	..	..	75	..	..	..	108 13 6
3906	Turriff	P.	6	..	643	643	99	197	216	..	512	9	1	2	1137	779	338	88	34	..	..	..	29	..	515 18 7
3906 H G	Turriff, H.G	HGP	6	..	118	81	..	..	..	73	73	2	..	..	512	..	..	..	..	..	462	..	50	..	256 9 10
	TYRIE.			154																				
3073	Tyrie	P.	3	..	156	74	12	29	16	3	60	2	..	..	255	68	33	68	48	..	38	..	..	..	68 9 6
2541	Boyndlie	E.	3	..	155	102	11	27	30	5	82	1	1	1	197	96	53	37	14	..	..	..	..	..	107 1 3
	UDNY.			340																				
3773	Pitmedden	P.	3	..	142	122	19	39	45	8	111	2	1	1	257	121	65	16	..	..	55	..	..	..	122 12 9
2829	Udny Green	P.	3	..	145	109	4	39	30	6	79	2	1	..	253	91	46	16	..	..	100	..	..	..	93 15 0

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	YTHAN WELLS § 67.			228																			
3140	Corse	P.	4	..	120	54	9	19	18	..	46	1	1	..	181	51	28	47	..	..	5	..	..	..	49 18 0
2504	Ythan Wells	P.	4	..	180	119	13	27	43	9	92	2	1	..	388	121	59	55	25	..	119	..	.. 10	..	116 15 9
	TOTAL			63997	74994	61243	10366	19502	20101	4155	54124	1124	189	330	164717	53655	31905	10042	2342	1321	46343	4027	1725	1461	69,473 8 2
	ARGYLL																								
	ACHARACLE.			202																					
2911	Acharacle	P.	7	..	90	59	4	19	28	..	51	1	..	..	171	88	35	9	34	..	5	..	..	..	86 6 0
1623	Eilanshona	P.	7	..	35	8	1	1	4	..	6	1	..	..	80	24	4	1	..	..	51	..	..	..	23 9 0
2065	Glenborrodale	P.	7	..	56	8	2	4	1	..	7	p	..	..	68	30	7	2	..	..	29	..	..	..	23 18 9
1814	Kinlochmoidart	P.	7	..	24	14	2	5	4	..	11	p	..	..	62	31	8	2	..	..	22	..	..	..	28 8 0
4623	Refollan	P.	7	..	45	15	1	5	8	..	14	1	..	..	58	36	10	2	..	..	10	..	..	..	34 1 9
2058	Mingarry	R.C.	7	..	60	41	..	7	26	2	35	1	..	..	113	68	23	6	..	30	..	1	..	..	60 0 0
	ARDCHATTAN AND MUCKAIRN.			350																					
707	*Achaleven*	P.	5	..	107	56	9	22	16	2	49	2	..	..	228	80	33	48	..	..	67	..	..	..	75 7 0
755	Ardchattan	P.	5	..	83	76	10	16	35	..	61	2	..	..	209	90	39	60	..	..	20	..	..	..	89 19 3
1196	Glenetive	P.	5	..	25	19	2	8	7	..	17	1	..	..	69	33	8	2	..	..	25	..	..	..	27 2 3
4907	Letterwood	P.	5	..	54	27	2	11	9	3	25	1	..	..	81	51	16	4	..	..	10	..	..	..	47 17 6
3260	Lochnell	P.	5	..	85	47	12	14	12	..	38	1	..	..	170	78	24	8	..	..	61	..	..	..	73 10 0
2270	*Taynuilt*	P.	5	..	100	104	8	23	44	..	75	2	..	1	286	106	46	13	..	..	120	1	..	..	96 14 6
	ARDGOUR.			82																					
2466	Ardgour	P.	6	..	60	21	2	9	10	..	21	1	..	..	101	44	13	3	..	..	41	..	..	..	42 15 6
3332	Duisky	P.	6	..	40	34	1	11	17	..	29	1	..	..	90	51	17	4	..	..	13	3	..	..	53 14 3
1856	Kingairloch	P.	6	..	36	7	1	3	3	..	7	1	..	..	83	21	3	1	..	..	58	..	..	..	24 1 9
836	Trislaig	P.	6	..	36	32	2	14	12	..	26	1	..	..	85	50	18	4	..	..	14	..	..	..	51 14 0
	ARDNAMURCHAN § 67.			116																					
4028	Achosnich	P.	7	..	67	28	..	8	12	2	22	1	..	..	133	45	13	3	..	..	72	..	..	..	44 12 6
768	Kilchoan	P.	7	..	60	32	4	13	11	..	28	1	..	..	104	47	15	4	..	..	38	..	..	..	51 9
1186	Kilmory	P.	7	..	51	21	2	5	12	..	19	1	..	..	75	40	11	3	..	..	21	..	..	..	40
	CAMPBELTOWN (Burgh) § 67.			1856																					
3068	Dalintober	P.	4	..	822	576	130	198	196	..	524	10	3	1	1373	611	274	69	..	..	419	..	..	..	696 17 8
2415	¶Grammar	P.	6	..	655	424	66	112	205	..	383	8	..	2	1116	156	236	..	..	..	529	195	..	..	575 2 10
2415 H.G.	¶Grammar, H.G.	HGP	6	..	259	178	..	..	..	158	158	5	3	..	1751	149	102	..	20	..	1217	94	170	..	761 14 0
1502	Millknowe	P.	4	..	884	615	116	206	236	..	558	10	2	7	1890	702	316	79	..	..	794	..	..	..	748 4 5
1962	St. Kieran's	R.C.	4	..	845	158	39	59	52	..	150	2	..	1	374	177	88	41	..	31	..	2	..	30	173 18 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number	Name of School Board and School	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																								
	CAMPBELTOWN (Landward).			420																					
3527	Auchencorvie	P.	4	..	90	49	7	20	13	4	44	1	1	..	270	73	25	46	..	..	117	..	8	1	77 19 2
3093	Drumlemble	P.	4	..	178	160	27	53	61	5	146	3	..	..	371	201	89	22	..	..	48	..	8	1	200 11 3
1199	Kilmichael	P.	4	..	72	44	6	11	21	..	38	1	..	..	134	68	23	6	..	..	36	..	..	..	64 15 3
6477	Machrehanish	P.	4	..	74	13	6	7	..	..	13	p	..	..	55	..	..	3	..	..	50	..	..	..	7 10 0
3483	Peninver	P.	4	..	52	22	2	6	7	3	18	1	..	..	102	44	13	3	..	..	52	..	..	50	42 1 3
	COLL.			77																					
2083	Acha	P.	7	..	39	25	..	11	10	..	21	1	..	..	105	48	16	4	.	..	37	..	..	..	42 18 0
4052	Arinagour	P.	7	..	72	40	11	15	9	3	38	1	..	..	152	73	25	6	..	..	48	..	..	..	66 16 3
4908	Cornaig	P.	7	..	38	18	5	3	6	2	16	1	..	..	134	40	11	3	..	..	80	..	..	..	37 12 0
	COLONSAY AND ORONSAY.			62																					
2084	Kilchattan	P.	7	..	52	38		13	11	4	29	1	..	..	99	56	19	5	4	..	16	..	..	..	56 13 9
	CRAIGNISH.			54																					
3044	Craignish	P.	5	..	85	41	3	15	13	..	31	1	..	1	165	62	22	6	..	..	67	..	8	..	55 7 3
	CUMLODDEN § 67.			103																					
1379	Furnace	P.	5	..	110	86	14	26	32	4	76	1	1	..	242	103	46	11	..	..	53	..	10	19	102 19 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																								
	KILARROW AND KILMENY.			558																					
3469	Bowmore	P.	6	..	224	211	41	69	74	..	184	5	..	1	425	348	115	30	..	..	..	..	..	..	256 5 11
3469 H.G.	Bowmore, H.G.	HGP	6	..	61	16	..	..	..	14	14	1	..	..	317	..	8	..	60	..	204	..	45	..	49 10 1
735	Bunahabhain	P.	6	..	58	17	2	4	9	..	15	1	..	..	71	36	10	3	..	..	22	..	..	..	34 15 9
445	Kiels	P.	6	..	93	47	5	15	18	..	38	1	..	1	106	62	23	6	..	..	15	..	..	..	59 12 0
708	Kilmeny	P.	6	..	93	83	11	24	29	8	72	1	1	..	216	112	40	10	34	..	20	..	..	..	114 6 6
3306	Mulindry	P.	6	..	61	39	3	15	15	..	33	1	..	..	108	59	20	20	..	..	..	..	..	..	58 4 9
4488	Newton of Kilmeny	P.	6	..	144	104	9	30	48	..	87	1	2	..	223	157	58	15	..	..	..	..	..	..	128 7 0
	KILBRANDON AND KILCHATTAN § 67.			276																					
1958	Ardincaple	P.	6	..	49	32	7	10	12	..	29	p	..	..	95	56	17	4	..	..	17	..	..	..	52 7 6
4031	Easdale	P.	6	..	240	123	29	23	41	17	110	3	1	4	469	227	65	16	..	..	147	..	14	..	221 9 8
1054	Luing	P.	6	..	100	72	6	17	34	3	60	2	..	1	228	61	26	57	..	..	82	2	..	..	67 4 9
5285	North Luing	P.	6	..	51	40	14	20	2	..	36	p	..	..	72	44	22	6	..	..	..	..	..	..	42 0 0
	KILCALMONELL § 67.			92																					
3211	Clachan	P.	4	..	119	53	7	12	15	9	43	1	1	..	212	94	29	47	..	..	42	..	..	..	33 10 3
716	Whitehouse	P.	4	..	57	42	7	14	17	..	38	1	..	..	119	59	20	5	..	..	35	..	..	..	64 2 9
	KILCHOMAN.			504																					
3779	Gortan	P.	6	..	98	48	5	12	22	..	39	1	..	..	168	71	28	47	..	..	22	..	..	..	61 6 6
2436	Kilchoman	P.	6	..	107	83	3	26	37	4	70	1	..	..	186	101	38	10	..	..	37	..	..	..	112 18 9
1444	Kilnave	P.	6	..	37	22	5	5	9	..	19	p	..	..	57	40	12	3	..	..	3	..	..	..	39 7 3
2627	Port Charlotte	P.	6	..	207	144	24	49	45	11	129	3	..	3	379	200	75	19	..	..	64	..	22	..	208 6 11
2489	Portnahaven	P.	6	..	180	118	20	31	42	6	99	2	..	1	296	124	55	14	80	..	74	..	..	..	133 17 0
2771	Rockside	P.	6	..	52	28	..	10	11	..	21	p	..	..	61	42	13	3	..	..	3	..	..	..	40 5 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).														
															£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																							
	KILMORE AND KILBRIDE.			147																				
774	Kerrera	P.	5	..	48	12	..	4	8	..	12	1	..	..	91	32	8	2	..	..	49	..	..	..	31 4 0
2420	Kilmore	P.	5	..	65	31	3	8	12	4	27	1	..	..	155	69	22	5	..	..	58	..	..	..	55 8 0
4697	Strontoiller	P.	5	..	45	8	..	3	5	..	8	1	..	..	75	25	4	1	..	..	44	..	..	..	26 1 3
	KILNINIAN AND KILMORE.			373																				
420	Dervaig	P.	6	..	70	35	3	11	12	4	30	1	..	..	144	59	18	4	..	..	58	..	..	5	58 19 6
2747	Fanmore	P.	6	..	47	21	..	7	10	..	17	p	..	..	112	56	17	4	..	..	35	..	..	..	52 4 6
4005	Morinish	P.	6	..	63	*25*	*2*	*3*	*9*	*3*	*17*	1	..	..	*159*	*49*	*19*	*4*	..	..	*57*	..	..	..	42 10 6
6119	Sorne	P.	6	..	27	14	4	4	6	..	14	p	..	..	66	13	7	2	..	..	44	..	..	..	24 12 4
700	Tobermory	P.	6	..	225	214	39	50	81	20	190	4	2	..	733	288	107	27	94	..	161	..	66	..	301 5 6
2521	Ulva	P.	6	..	37	32	4	6	12	3	25	1	..	..	118	49	16	4	25	..	24	..	..	..	50 2 0
	KILNINVER & KILMELFORD.			44																				
780	Kilmelford	P.	5	..	45	31	5	10	12	..	27	1	..	..	101	43	13	3	..	..	42	..	..	..	58 0 6
779	Kilninver	P.	5	..	67	11	3	4	2	..	9	2	..	..	91	33	7	3	..	..	48	..	..	..	27 14 1
	LISMORE AND APPIN.			597																				
2481	Baligarve	P.	6	..	88	39	4	9	12	6	31	1	1	..	196	52	22	40	..	..	80	..	..	..	66 13 6
498	Baligrundle	P.	6	..	65	44	2	18	18	..	38	1	..	..	138	72	26	6	..	..	33	..	..	..	55 2 6
2877	Ballachulish	P.	6	..	150	122	21	35	36	15	107	1	2	2	397	164	80	40	..	..	113	..	..	..	180 4 0
422	Duror	P.	6	..	60	26	5	8	9	..	22	1	..	..	125	41	12	3	20	..	49	..	..	..	41 16 0
6406	Glencreran	P.	6	..	19	26	7	4	9	..	20	1	..	..	76	33	10	3	..	..	24	..	..	7	39 5 9
54	Lettermore	P.	6	..	46	39	7	13	14	..	34	1	..	..	101	59	20	5	..	..	18	..	..	..	58 14 0
2957	Port Appin	P.	6	..	71	18	3	10	3	..	16	1	..	..	79	34	11	..	..	..	34	..	..	..	35 4 3

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4290	Strath of Appin		P.	6	..	180	67	5	16	28	18	57	3	..	..	330	109	45	59	..	..	100	..	7	..	111 6 9
1068	Carnock, Glencoe Mary's		E.		..	81	51	12	7	22	..	41	1	1	..	140	56	26	53	..	16	..	..	..	..	52 13 0
4579	South Ballachulish St. John's		E.	6	..	170	96	22	27	34	..	83	2	..	1	241	115	47	24	..	55	..	..	..	..	105 16 0
	Lochgilphead § 67.				616																					
1168	Aird		P.	5	..	50	33	4	14	13	..	31	1	..	..	84	54	18	5	..	..	2	..	..	5	53 10 3
2069	Ardrishaig		P.	5	..	278	234	40	71	78	24	213	4	..	5	634	322	119	80	..	..	121	..	..	32	348 7 0
2808	Lochgilphead		P	5	..	300	262	41	73	82	33	229	5	..	6	755	378	136	34	34	..	119	..	14	39	379 10 11
	Lochgoilhead and Kilmorich.				115																					
2930	Kilmorich		P.	4	..	73	28	4	9	10	1	24	1	..	..	109	51	16	4	..	..	28	..	..	..	47 5 0
2503	Lochgoilhead		P.	4	..	72	37	7	9	18	..	34	1	..	..	322	78	26	6	..	..	206	6	..	..	79 15 6
	Morvern.				145																					
1764	Bunavullin		P.	7	..	55	29	3	10	10	4	27	1	..	..	105	53	16	4	..	..	33	..	..	..	55 3 6
1765	Claggan		P.	7	..	68	30	4	9	13	1	27	1	..	..	130	60	20	5	..	..	44	..	..	..	75 11 9
3272	Lochaline		P.	7	..	60	32	4	8	8	6	26	1	..	..	125	52	17	4	..	..	52	..	..	..	55 16 0
	North Knapdale.				133																					
1177	Ashfield		P.	5	..	39	18	1	5	6	2	14	1	..	..	76	33	8	2	..	..	34	..	..	..	32 17 6
2385	Bellanoch		P.	5	..	78	41	3	11	13	6	33	1	..	..	168	70	19	5	..	..	75	..	..	..	64 6 3
253	Tayvallich		P.	5	..	100	38	5	10	12	5	32	1	..	1	232	83	28	7	..	..	114	..	..	..	75 16 5
	Oban (Burgh).				1065																					
2638	High		P.	6	..	1529	719	146	225	241	30	642	16	2	2	2344	1033	390	97	..	..	812	6	..	..	1021 1 6
2676 H.G.	High, H.G.		H.G. P.	6	..	480	121	..	..	2	110	112	4	1	..	1255	348	49	13	60	..	644	..	140	..	485 9 3
4295	St. John's		E.	5	..	106	80	18	26	26	3	73	2	..	..	236	98	43	22	6	39	..	2	..	1	98 1 6
206	Oban		R.C.	5	..	110	78	18	26	26	..	70	1	1	..	211	88	42	21	54	..	..	3	..	3	90 0 0
	Saddell and Skipness.				224																					
2922	Carradale		P.	4	..	158	115	12	33	44	10	99	2	1	..	312	135	60	15	..	..	102	..	..	..	141 6 6
560	Saddell		P.	4	..	54	18	2	5	6	3	16	1	..	..	121	40	11	3	..	..	67	..	..	..	39 8 0
4021	Skipness		P.	4	..	54	30	4	9	10	..	23	1	..	..	98	46	13	3	..	..	36	..	..	..	55 9 3
498	Sperasaig		P.	4	..	30	14	3	3	4	2	12	1	..	..	99	39	9	2	..	..	48	..	..	..	34 7 3
	Salen.				61																					
763	Salen		P.	6	..	120	44	11	15	12	3	41	1	..	..	239	74	29	7	30	..	99	..	..	..	86 3 6

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List of Schools aided from Parliamentary Grant—*Continued*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
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									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																							
	SMALL ISLES (*see* Inverness-shire).																							
	SOUTHEND.			132																				
1226	Glenbreckrie	P.	4	..	45	24	..	7	11	.. 18	1	..	..	138	42	13	3	..	..	79	..	..	..	39 12 6
2246	Southend	P.	4	..	150	84	11	30	34	3 78	1	..	2	265	133	47	12	..	..	73	..	..	..	122 15 6
	SOUTH KNAPDALE.			104																				
1441	Auchoish	P.	5	..	27	15	1	3	9	.. 13	1	..	..	72	32	8	2	..	..	29	..	..	..	32 8 3
717	Dunmore	P.	5	..	49	40	5	13	13	.. 31	1	..	..	96	47	16	4	..	..	23	..	..	..	53 11 3
1430	Inverneil	P.	5	..	34	8	3	2	3	.. 8	1	..	..	68	27	5	1	..	..	34	..	..	..	25 0 3
4026	Kilberry	P.	5	..	63	39	9	7	17	.. 33	1	..	..	101	46	14	3	..	..	33	..	..	..	57 8 3
4004	Ormsary	P.	5	..	60	14	3	7	3	1 14	1	..	..	75	34	9	2	..	..	29	..	..	..	32 15 6
	STRALACHLAN AND STRACHUR.			101																				
3335	Poll	P.	4	..	72	14	2	4	5	.. 11	1	..	..	73	28	6	1	..	..	28	..	..	..	27 19 3
2887	Strachur	P.	4	..	80	56	8	16	22	4 45	1	1	..	247	79	29	47	..	..	90	..	..	2	78 10 9
3502	Stralachlan	P.	4	..	76	26	5	8	8	.. 21	1	..	..	98	44	12	3	..	..	34	..	..	..	43 11 9
	STRONTIAN.			92																				
4126	Strontian	P.	6	..	138	79	3	25	29	7 64	2	..	2	242	118	43	11	30	..	37	3	..		139 14 3
	TARBERT § 67.			453																				
4519	Tarbert	P	5	..	650	461	70	142	147	52 411	8	1	4	1110	669	249	57	..	..	89	28	18	..	678 15 6

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	TOROSAY.‖				96																					
839	Crogan	P.		..	27	9	3	3	2	..	3	p	..	..	34	25	5	1	..	..	53	..	..	..	24	
2927	Kinlochspelvie	P.	6	..	46	25	1	10	9	2	22	1	..	..	91	43	13	3	..	..	11	..	..	20	46	9
407	Lochdonhead	P.	6	...	37	34	4	9	14	2	29	1	..	..	131	81	29	7	..	..	60	3	..	..	33	2
	TYREE § 67.				457																					
1864	Balimartin	P.	7	..	104	75	3	20	34	..	62	1	1	..	214	75	35	49	..	..	55	..	..	..	81	9 6
2503	Cornaigmore	P.	7	..	149	117	3	33	44	12	92	1	1	2	288	130	52	13	..	..	92	2	..	..	148	8 0
3308	Hillipool	P.	7	..	120	72	5	17	27	9	53	1	1	1	230	101	32	53	..	..	37	1	..	..	103	8 9
2847	Ruaig	P.	7	..	94	49	4	13	21	3	41	1	..	..	147	60	25	6	..	..	55	1	..	..	61	4 0
1626	Scarnish	P.	7	..	70	28	3	10	10	2	25	1	..	..	114	53	16	4	..	..	41	..	..	..	49	18 6
	TOTAL				13708	19979	12008	1775	3519	4330	986	10560	299	48	65	41593	16351	6264	2402	675	172	14290	541	755	236	18,277	13 0
	AYR.																									
	ALLOWAY.				195																					
2249	Alloway	P.	2	..	265	204	30	66	74	11	181	3	1	..	680	219	109	55	..	..	272	..	..	25	215	14 6
	ARDROSSAN.				2425																					
2724	¶Academy	P.	6	..	219	204	23	58	95	..	176	9	..	2	1168	237	117	30	..	..	527	258	..	..	205	14 3
2724 H.G.	¶Academy H.G.	HGP	6	..	192	133	..	..	..	108	108	4	..	..	1398	411	65	16	..	..	564	180	161	1	307	7 7
1377	Eglinton	P.	12	..	565	433	72	134	163	10	379	8	2	2	1313	452	246	53	..	..	540	22	..	..	435	17 11
967	Saltcoats	P.	12	..	950	904	156	298	318	21	793	14	3	9	2176	879	477	93	..	..	640	87	..	..	948	18 0
2082	Winton	P.	12	..	497	442	57	137	162	14	370	3	..	4	1294	465	228	53	..	..	503	44	..	..	467	18 7
4487	Saltcoats	R.C.	11	..	625	559	78	164	220	..	462	4	2	4	1040	496	285	122	..	104	..	34	..	..	512	1 0
	AUCHINLECK § 67.				1577																					
2759	Auchinleck	P.	10	..	650	582	94	186	154	17	451	9	..	2	1024	454	253	59	..	..	258	..	..	..	520	19 6
3673	Cronberry	P.	10	..	210	170	36	49	56	..	141	2	2	..	439	146	82	48	..	..	162	..	..	..	151	11 6
2179	Darnconner	P.	10	..	298	310	46	69	123	..	238	5	..	..	606	259	154	34	..	..	157	..	..	2	237	1 5
1858	Glenmuir	P.	10	..	110	17	3	5	6	..	14	1	..	..	110	38	13	3	..	..	56	..	..	..	30	4 0
2235	Lugar	P.	10	..	333	282	50	89	92	..	231	3	1	1	519	263	142	31	..	..	83	..	..	..	252	1 10
1723	St. Patrick's	R.C.	5	..	275	231	47	67	79	..	198	2	2	..	437	204	115	57	..	55	..	3	..	3	210	19 9
	AYR (Burgh).				5695																					
603	¶Grammar	P.	2	..	489	468	46	115	182	72	415	10	..	3	1448	565	247	60	..	..	81	492	..	3	612	3 9
4017	Lady J. Hamilton's	P.	2	..	450	257	42	89	88	..	219	5	3	2	824	314	138	36	..	5	293	22	..	16	286	18 1
3474	Newtonhead	P.	2	..	882	858	123	321	297	31	772	15	2	3	2298	880	458	112	..	..	784	62	..	3	928	16 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supp'ementary Courses or Higher Grade Schools).	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									Total.					£	£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																							
	AYR (Burgh)—*cont.*																							
2108	Newton-on-Ayr, Academy	P.	2	..	504	539	59	197	220	..	476	8	1	5	1164	523	275	60	..	..	245	48	.	4	552 0 7
6481	*Newton Park	P.	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..
4674	Russell Street	P.	1	..	1168	1100	183	374	415	55	977	18	4	4	2485	1136	602	133	..	..	493	118	..	3	1225 4 11
2206	Smith's Institution	P.	2	..	550	425	41	119	184	17	361	7	1	3	1175	428	215	54	..	..	434	17	..	26	441 15 0
3776	Wallacetown	P.	2	..	516	432	73	172	176	..	421	7	1	3	1139	460	250	62	..	..	334	32	..	1	478 19 9
3292	Ayr	E.	2	..	297	303	48	92	107	..	247	4	..	4	526	282	152	114	..	52	..	..	..	3	281 0 1
4051	St. Margaret's	R.C.	10	..	493	432	56	159	150	9	374	8	6	..	961	458	237	110	..	148	..	24	..	..	433 17 6
	BALLANTRAE.			244																				
306	Auchenflower	P.	3	..	60	28	4	6	13	..	23	1	..	..	114	45	15	4	..	..	50	..	..	..	43 2 9
2743	Ballantrae	P.	3	..	208	159	23	57	48	10	138	2	2	..	598	154	78	19	..	..	296	..	46	..	166 6 6
1184	Ballochdowan	P.	3	..	48	12	1	4	6	..	11	1	..	..	80	26	6	1	..	..	46	1	..	..	27 6 6
3504	Glenapp	P.	3	..	42	12	3	3	5	..	11	1	..	..	78	27	7	2	20	..	16	..	..	..	26 4 0
	BARR.			110																				
2828	Barr	P.	3	..	133	70	10	20	30	4	64	2	..	..	322	80	38	59	..	..	142	..	..	2	86 2 6
1111	Clashgulloch	P.	3	..	42	15	2	6	7	..	15	1	..	..	81	29	7	2	..	..	44	..	..	..	31 11 3
736	*Rowantree*	P.	3	..	22	14	3	6	3	..	12	1	..	..	94	26	7	2	..	..	60	..	..	..	27 12 0
	BEITH § 67.			1611																				
2080	Academy	P.	1	..	1224	1065	152	323	385	48	908	17	2	6	2406	1177	558	127	..	..	438	..	108		1144 2 0
2962	Gateside	P.	1	..	140	130	26	37	44	3	110	1	..	1	457	..	81	14	18	..	345	..	..	..	186 9
897	Greenhills	P	1	..	200	194	29	58	63	..	150	2	1	1	461	167	90	20	..	..	184	..	..	..	166 0

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	COLMONELL			366																							
2780	Barrhill	P.	5	..	200	89	18	28	35	..	76	2	..	..	254	108	54	13	..	..	84	..	..	..	85	17	3
2086	Colmonell	P.	5	..	150	94	14	29	28	12	83	2	..	..	236	115	55	14	..	..	52	..	..	..	104	3	0
1705	Corwar	P.	5	..	60	23	2	8	12	..	22	1	..	..	70	44	16	4	..	..	15	..	..	..	40	16	9
2204	Lendalfoot	P.	5	..	48	35	3	8	18	..	29	1	1	..	133	42	14	4	..	..	73	..	..	..	47	13	6
2210	Pinwherry	P.	5	..	60	65	9	22	29	..	60	1	..	..	152	66	36	9	..	..	41	..	..	..	67	9	3
	COYLTON.			597																							
2469	Coylton	P.	1	..	324	313	37	130	101	..	268	2	4	1	680	257	148	31	..	..	194	..	..	..	294	19	9
1711	Littlemill	P.	1	..	214	200	41	62	74	..	177	2	2	..	469	181	107	40	..	..	141	..	..	..	192	19	6
	CRAIGIE.			82																							
3662	Craigie	P.	5	..	117	47	11	17	14	..	42	1	..	..	163	55	26	7	..	..	75	..	..	..	52	6	0
	CROSSHILL.			289																							
2263	Crosshill	P.	1	..	275	162	25	52	63	4	144	2	2	..	350	166	77	21	..	..	96	..	..	..	174	15	3
2349	Kilkerran, Hillside	P.	1	..	82	46	11	14	16	..	41	p	..	..	87	45	28	5	..	..	10	..	..	..	43	19	0
	DAILLY.			375																							
3061	Dailly	P.	3	..	227	152	25	63	51	..	139	2	1	..	404	126	73	18	..	..	188	..	..	..	150	15	9
3874	Kilgrammie	P.	3	..	102	60	11	18	23	..	52	1	..	..	128	46	25	6	..	..	51	..	..	..	56	11	3
1598	Old Dailly	P.	3	..	88	33	6	7	15	..	28	1	..	..	108	43	17	4	..	..	43	..	..	..	40	14	9
4397	Wallacetown Works	..	11	..	133	82	14	30	30	..	74	1	1	..	186	84	47	22	..	28	..	..	..	5	80	9	6
	DALMELLINGTON.			1272																							
650	Benwhat	P.	6	..	265	142	27	46	46	..	119	2	1	2	357	131	73	18	..	..	104	6	..	24	132	7	6
2333	Craigmark	P.	6	..	221	50	29	25	2	..	56	1	..	..	124	48	29	7	..	..	30	2	..	8	56	14	0
4374	Dalmellington	P.	6	..	483	448	86	116	153	31	336	5	3	5	1009	463	223	56	..	..	212	29	..	26	490	7	4
4117	Lethan Hill	P.	6	..	404	253	52	80	86	12	230	3	1	3	643	231	140	29	..	..	201	12	..	28	277	11	0
3008	Waterside	P	6	..	534	277	55	86	96	8	245	4	..	2	697	278	140	35	..	..	197	18	..	29	235	16	8
4654	Dalmellington	R.C.		..	144	98	21	32	36	..	89	1	1	..	232	98	55	27	..	46	..	6	..	..	92	1	0
	DALRY.			1701																							
3079	Blairmains	P.	4	..	100	26	4	10	10	..	24	1	..	..	92	28	13	3	..	..	53	..	..	..	26	4	6
3074	Dalry	P.	6	..	1083	1150	186	370	421	..	977	17	2	5	2547	1014	598	149	..	..	676	..	..	110	1098	6	11
3074 H.G.	Dalry, H.G.	HGP	6	..	168	55	..	..	..	47	47	1	1	..	524	111	20	5	..	..	344	..	43	..	175	5	6
3874	Keraland Barony	P.	4	..	193	184	27	60	61	..	148	2	2	..	362	159	88	22	..	..	92	..	..	..	161	4	9
	DALRYMPLE.			257																							
413	*Dalrymple*	P	2	..	212	170	22	44	59	12	137	2	1	1	455	186	96	42	..	..	133	..	..	..	170	19	0
4666	Hollybush, Infants'	P.	2	..	63	23	5	13	3	..	21	1	..	..	84	25	15	7	..	..	37	..	..	..	22	0	9
2821	Kerse	P.	6	..	165	85	16	26	27	..	69	1	1	..	234	73	41	10	..	..	109	..	..	..	74	8	3

* New School—Grant to run as from 1st March, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904-1905
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903-1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																							
	DREGHORN.			1089																				
4137	Crossroads	P.	12	..	100	89	10	29	31	.. 70	2	..	1	270	76	32	13	..	..	150	..	..	..	78 19 9
2987	Dreghorn	P.	12	..	420	485	84	167	152	9 412	8	1	..	993	474	260	57	..	..	202	..	..	..	450 10 3
4383	Springside	P.	12	..	300	306	61	102	88	.. 251	6	1	..	728	259	132	37	..	..	301	..	..	..	969 1 0
	DUNDONALD.			1244																				
3102	Dundonald	P.	1	..	272	190	23	67	72	7 169	2	1	1	584	182	97	40	..	..	265	..	..	..	206 6 10
1707	Loans	P.	1	..	60	43	14	20	7	.. 41	1	..	..	123	43	25	6	..	..	49	..	..	..	42 18 3
950	Troon, Portland	P.	1	..	1019	957	159	301	298	60 818	15	3	7	2502	880	447	97	..	..	1078	..	..	..	1007 9 0
2046	Troon, St. Patrick's	R.C.	4	..	172	71	22	18	26	.. 66	1	..	..	186	64	34	17	..	56	..	3	..	..	73 12 6
	DUNLOP.			272																				
241	Dunlop	P.	3	..	252	185	20	58	85	.. 163	4	..	1	503	190	103	26	..	..	182	..	..	2	184 9 6
	FENWICK.			151																				
3127	Fenwick	P.	3	..	153	94	13	23	33	.. 79	2	..	..	249	90	62	12	..	..	75	8	..	2	86 18 6
3782	Hairshaw	P.	3	..	65	38	7	3	19	.. 34	1	..	..	119	51	19	5	..	..	44	..	..	..	52 9 3
	GALSTON § 67.			1455																				
4057	Allanton	P.	6	..	46	17	3	10	2	.. 15	p	..	..	79	17	10	2	..	..	50	..	..	..	15 16 6
2155	Galston	P.	6	..	1159	1135	120	390	432	51 993	19	5	4	2690	1238	502	150	..	..	571	3	..	..	1258 13 7
640	Sophia's	R.C.	4	..	121	114	18	31	42	.. 91	1	1	..	199	83	46	23	..	42	..	4	..	..	99 8 0

	GIRVAN (Town § 6			699																					
159	Girvan	P.	6	..	749	570	130	171	216	..	517	10	..	5	1212	586	304	76	..	..	153	..	..	98	592 5 9
159 H.G.	Girvan, H.G.	HGP	6	..	131	87	..	..	..	73	73	2	..	..	527	237	39	10	..	..	221	..	..	20	254 15 9
1839	Sacred Heart	R.C.	11	..	181	109	19	27	46	14	106	3	1	..	270	120	60	55	..	16	..	19	..	..	158 12 2
	GIRVAN (Landward).			344																					
1401	Assel	P.	4	..	50	47	7	15	20	..	42	1	..	..	151	63	26	7	..	..	55	..	..	..	61 3 6
1407	Doune	P.	4	..	118	124	18	44	52	..	114	2	..	..	215	116	68	17	..	..	13	..	..	..	114 4 9
2511	Girvan	P.	4	..	301	216	39	60	86	11	196	4	..	1	615	227	122	31	..	..	284	..	..	..	284 9 6
	IRVINE (Burgh) § 67.			2020																					
1120	Bank Street	P.	11	..	665	614	102	190	252	..	534	9	..	2	1264	582	316	66	..	..	214	86	..	..	612 15 8
2513	East Road	P.	11	..	336	290	47	91	96	..	236	3	1	2	593	264	134	34	..	..	132	29	..	..	276 9 10
3145	Fullarton	P.	11	..	192	219	53	104	27	..	184	2	2	2	420	302	115	24	..	..	56	22	..	..	208 6 9
2129	Fullarton, Loudon St.	P.	11	..	517	578	66	170	266	..	502	7	2	2	1215	568	324	61	..	..	192	70	..	..	592 0 4
1127	Irvine	R.C.	10	..	328	164	32	51	43	..	126	1	3	..	277	134	83	34	..	26	..	..	..	..	133 13 9
	IRVINE (Landward).			342																					
2358	Annick Lodge	P.	5	..	200	173	38	59	58	..	155	2	1	..	442	158	88	42	..	..	153	..	..	..	166 10 0
	KILBIRNIE § 67.			1433																					
2095	Bridgend	P.	3	..	332	308	46	108	99	17	270	5	2	2	772	294	155	39	..	..	283	..	..	1	325 7 10
2124	*Glengarnock*	P.	3	..	500	515	93	174	165	10	442	7	4	2	1177	478	254	63	..	..	351	..	..	31	510 7 7
2499	Ladyland	P.	3	..	412	356	64	98	131	12	305	6	..	2	889	344	178	45	..	..	300	..	..	23	361 13 0
5286	St. Bridget's	R.C.	3	..	238	257	40	88	92	..	215	2	2	..	451	213	130	65	..	33	..	9	..	..	204 6 2
3804	Female Industrial	..	3	..	106	101	16	40	32	..	88	1	1	..	196	98	56	28	5	..	..	11	..	..	92 8 0
	KILMARNOCK (Burgh) § 67.			6820																					
1352	¶Academy	P.	6	..	479	460	49	149	218	..	416	9	3	2	1432	478	241	61	..	..	215	457	..	..	491 9 9
1352 H.G.	¶Academy H.G.	HGP	6	..	602	344	..	..	..	312	312	13	3	..	3097	1328	226	53	6	..	668	302	514	..	1395 10 10
3970	Bentinck	P.	9	..	904	1036	178	323	365	..	866	17	1	2	1901	935	504	109	..	..	274	80	..	..	980 8 3
2722	Dundonald Road, Grammar	P.	10	..	897	985	186	293	376	..	855	15	1	3	2191	1015	527	119	..	..	409	120	..	..	968 6 11
304	Glencairn	P.	10	..	697	667	94	224	242	..	560	11	..	5	1628	648	349	76	..	..	498	51	..	6	645 5 6
2634	Hamilton	P.	9	..	895	900	148	300	326	..	774	12	2	5	1944	849	461	98	..	..	440	93	..	2	567 1 0
222	High Street	P.	10	..	823	845	115	277	263	..	655	12	2	3	1536	693	399	83	..	..	281	81	..	..	720 1 9
6479	*Loanhead	P.	6	..	1090	1050	169	317	464	..	950	17	3	4	1221	..	..	..	..	..	1184	37	..	..	547 14 10
3683	West Netherton (now closed	P.	10	..	391	396	49	121	156	..	326	7	2	1	896	364	192	45	..	..	264	29	..	3	368 17 9
4465	Kilmarnock	R.C.	4	..	532	528	101	165	186	..	452	7	1	2	952	451	242	121	..	129	..	9	..	..	499 4 0

* New School—Grant to run as from 1st January, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																								
	KILMARNOCK (Landward).			421																					
877	Crooked Holm	P.	5	..	250	207	32	55	78	..	165	2	2	2	568	184	100	25	..	..	258	..	..	..	183 17 0
3014	Grougar	P.	5	..	97	41	5	20	9	..	34	1	..	..	105	50	23	6	..	..	25	..	..	..	46 13 9
1115	Rowallan	P.	5	..	127	94	16	31	33	..	80	1	1	1	309	90	49	12	..	..	157	..	..	..	88 18 3
	KILMAURS.			1096																					
3051	Crosshouse	P.	11	..	626	506	81	178	139	10	408	6	1	5	1005	430	260	56	..	..	208	..	..	2	463 7 3
2232	Kilmaurs	P.	11	..	378	304	64	142	125	..	331	7	1	2	905	344	196	42	42	..	288	..	..	..	360 13 9
4784	Crosshouse, St. Mary's	R.C.	4	..	116	27	4	7	11	..	22	1	..	..	84	30	16	8	..	30	..	..	..	..	24 3 9
	KILWINNING			1848																					
255	*Auchentiber*	P.	3	..	110	88	12	22	32	7	73	1	1	..	266	72	41	10	..	..	142	..	..	..	88 16 0
2515	Eglinton District	P.	1	..	431	366	65	131	109	..	305	4	2	4	822	327	183	43	..	..	255	5	..	..	336 18 0
669	Fergushill	P.	3	..	293	259	55	92	85	..	232	3	2	..	588	246	134	33	5	..	120	..	..	..	247 1 9
2375	Kilwinning	P.	1	..	1147	960	140	306	327	35	808	14	2	8	2016	907	470	104	11	..	525	..	..	..	957 18 3
6452	Lylestone	P.	1	..	26	28	15	11	..	..	26	1	..	..	76	13	22	4	..	..	38	..	..	..	25 6 6
6480	*St. Winnings	R.C.	1																						
	KIRKMICHAEL.			166																					
485	Kirkmichael	P.	1	..	143	122	20	42	40	..	102	2	1	..	318	119	65	15	..	..	119	..	..	..	110 13 0
	KIRKOSWALD.			317																					
3243	Kirkoswald	P.	5	..	162	126	16	34	48	..	98	2	..	1	284	115	62	15	..	..	79	12	..	1	111 5 0
4864	Maidens	P.	5	..	56	46	20	28	4	..	52	1	..	..	91	43	28	7	..	..	8	5	..	..	47 19 0
3092	Townhead	P.	5	..	95	88	12	23	39	..	74	1	1	..	239	89	49	12	..	..	88	..	..	..	81 16 9

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	ARGS.			788																							
4591	Fairlie	P.	4	..	140	120	30	86	47	..	113	2	1	..	330	111	61	15	..	..	144	..	..	.	124	6	9
3457	Largs	P.	6	..	698	497	90	154	189	..	433	7	2	4	92	256	160	63	..	.	442	..	..	..	452	13	5
3457 HG	Largs, H.G.	HGP	6	..	84	50	..	..	..	45	45	2	..	..	416	60	25	6	241	..	55	..	20	..	102	2	6
5628	Largs, St. Mary's	R.C.	3	..	162	56	15	17	19	..	51	1	.	..	177	62	36	18	..	56	..	5	..	—	54	6	9
	LOUDOUN § 67.			1724																							
3423	Darvel	P.	5	..	700	656	53	239	232	44	568	7	4	5	1521	701	335	84	115	..	274	..	..	12	710	12	0
2057	Loudoun Moor	P.	5	..	35	9	2	3	3	..	8	p	..	..	52	24	5	1	..	..	21	..	..	..	23	2	0
2683	Newmilns	P.	5	..	816	661	68	219	236	65	588	11	1	3	1656	737	335	84	..	..	500	..	..	..	769	0	4
1582	Newmilns, Lady Flora's	..	5	..	279	202	32	66	67	..	165	2	1	3	489	183	94	47	155	..	..	..	2	11	200	10	6
	MAUCHLINE.			383																							
2184	Crosshands	P.	4	..	83	27	4	12	7	..	23	1	..	..	85	24	14	3	..	5	39	..	..	..	24	16	3
2908	Mauchline	P.	4	..	574	523	88	166	177	17	443	7	1	3	1018	519	260	65	40	..	134	..	..	..	529	10	8
	MAYBOLE AND MAYBOLE WEST CHURCH § 67.			1694																							
4747	Cairn	P.	6	..	478	500	106	202	132	..	440	7	2	..	1017	457	269	67	..	..	102	20	..	102	482	4	9
4080	Fisherton	P.	1	..	129	87	13	27	37	..	77	1	1	1	215	90	46	12	..	..	45	7	..	17	77	11	2
4084	Carrick Academy	P.	6	..	325	739	121	222	283	36	662	14	..	11	2052	893	395	97	..	..	427	70	18	141	758	8	10
4084 HG	Carrick Academy	HGP	6	..	200	92	.	..	..	73	73	3	..	..	494	99	44	11	..	..	315	8	2	16	207	5	10
3016	Minishant	P.	5	..	90	59	9	20	25	..	54	1	..	..	201	56	31	8	..	..	95	..	..	11	59	5	9
1125	St. Cuthbert's	R.C.	5	..	127	124	19	36	54	..	109	2	..	..	287	118	65	33	..	30	..	10	..	..	119	18	6
	MONKTON & PRESTWICK.			759																							
359	Monkton	P.	2	..	160	107	19	43	33	..	95	2	..	..	309	96	54	13	..	..	146	..	..	..	104	1	3
2467	Prestwick	P.	2	..	304	335	41	118	116	..	275	6	..	1	735	316	164	43	..	..	211	..	..	..	305	0	6
6447	¶ Prestwick, High	P.	2	..	296	180	19	38	69	27	153	5	..	1	740	178	87	50	..	..	288	137	..	..	217	17	0
	MUIRKIRK § 67.			1231																							
2621	Furnace Road	P.	6	..	583	447	76	53	236	18	383	7	1	3	1199	446	251	61	..	..	440	..	..	..	462	16	10
1252	Glenbuck	P.	6	..	284	246	68	67	83	..	218	3	3	1	685	227	129	32	..	..	296	..	..	..	295	15	9
3987	Main Street	P.	6	..	329	371	85	202	30	..	317	5	4	..	671	298	163	41	..	..	170	..	..	..	329	16	4
1271	Wellwood	P.	6	..	57	30	4	9	11	..	24	1	..	..	54	26	11	3	..	..	34	..	..	..	41	6	9
49	St. Thomas'	R.C.	4	..	190	65	14	18	21	..	53	1	..	1	135	54	30	15	..	35	..	1	..	..	58	17	9
	NEW CUMNOCK.			1260																							
1392	Bank	P.	1	..	407	373	68	135	138	..	341	8	..	1	936	413	228	51	..	..	243	..	..	..	275	12	0
5868	Beoch Side	P.	5	..	53	35	9	13	12	..	34	1	..	..	117	50	20	5	..	..	43	..	..	..	51	6	6
416	Dalleagles	P.	1	..	198	146	22	44	56	..	122	3	..	..	375	151	79	50	..	..	87	..	..	8	135	0	0
4343	New Cumnock	P.	1	..	478	584	104	190	222	14	530	10	3	1	1481	547	284	64	..	..	581	..	..	5	624	11	6
460	New Cumnock	R.C.	5	..	98	18	..	9	8	..	17	1	..	..	100	16	8	4	..	72	..	..	..	..	19	3	6

* New School—Grant to run as from 1st December, 1904.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School. £	Income of School derived from									Annual Grant paid at end of School Year 1904-1905. £ s. d.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903-1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
	AYR—*cont.*																								
	OCHILTREE.			377																					
334	Ochiltree	P.	1		191	180	26	63	63	..	152	3	..	..	377	155	89	17	6	..	110	..	..	..	169 1 9
4360	Sinclairston	P.	1		133	123	21	36	46	..	103	2	1	..	355	185	77	16	..	..	127	..	..	..	113 7 6
	OLD CUMNOCK § 67.			1072																					
452	Garallan	P.	12		159	129	12	24	74	..	110	3	..	..	437	126	69	14	..	..	205	..	..	22	124 9 6
51	Old Cumnock	P.	6		760	667	102	212	232	57	603	11	1	7	1751	664	337	84	..	..	556	..	..	110	787 0 2
6405	Skares	P.	12		170	126	34	66	14	..	114	1	2	..	332	114	65	15	..	..	115	..	..	22	120 18 6
2063	Old Cumnock	R.C.	5		182	131	20	37	60	..	117	1	1	..	231	126	60	41	..	3	..	..	..	..	120 10 1
	RICCARTON.			1122																					
3419	Cross Roads	P.	9		104	64	9	24	24	..	57	1	1	..	209	63	36	47	..	..	63	..	..	..	62 8 0
4481	Hurlford	P.	9		400	589	102	195	195	..	492	8	1	1	1049	507	295	65	..	..	182	..	..	..	534 19 9
3693	Riccarton	P.	10		162	177	27	60	63	..	150	3	1	..	474	165	88	22	..	..	199	..	..	..	165 16 6
158	Hurlford, St. Paul's	R.C.	4		247	110	25	28	27	..	80	1	1	..	182	80	45	22	..	32	..	3	..	..	84 13 3
1718	Barleith	..	3		117	115	60	40	2	..	102	2	..	..	184	96	61	31	..	..	..	..	..	..	94 7 6
	ST. QUIVOX (Landward) AND NEWTON-ON-AYR (Landward).			269																					
55	St Quivox	P.	3		93	103	18	37	31	..	86	1	1	..	210	102	56	14	..	..	88	..	..	..	93 11 3
2514	Whitletts	P.	3		164	151	22	54	42	..	118	2	1	..	288	125	70	17	..	..	75	..	..	..	127 14 6

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	SKELMORLIE.			214																							
3624	Skelmorlie	P.	4	..	207	174	31	50	51	15	147	2	2	1	512	162	105	40	..	..	171	29	..	5	183	14	9
4166	Meigle	C.S.	4	..	45	18	6	8	2	..	16	1	..	..	5	13	8	4	..	29	..	..	..	..	16	7	6
	SORN.			736																							
530	Auchincloigh	P.	3	..	55	24	3	6	8	..	17	1	..	..	119	33	12	3	..	..	71	..	..	..	33	13	0
4446	Catrine	P.	3	..	500	470	68	153	163	11	396	6	2	1	912	428	230	58	..	..	185	..	..	..	453	1	8
6496	Sorn	P.	3	..	216	99	12	39	30	..	81	2	..	1	319	97	52	13	..	..	157	..	..	..	88	7	0
	STAIR.			254																							
2342	Stair	P.	6	..	191	207	32	70	88	..	190	3	1	..	443	212	113	28	..	..	71	19	..	..	213	6	0
	STEVENSTON § 67.			2134																							
2381	Ardeer	P.	5	..	387	356	75	163	60	..	298	4	2	4	734	328	181	45	..	..	180	..	..	..	321	15	3
3385	Kyles hill	P.	5	..	471	477	77	164	161	..	402	7	1	4	880	422	234	58	..	..	166	..	..	..	442	17	9
2368	Stevenston	P.	5	..	880	940	159	242	367	36	804	13	1	5	2130	872	441	110	..	..	707	..	..	..	976	14	11
6490	*St. John's	R.C.	5	..	..	..	..	..	.	.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
	STEWARTON.			687																							
3749	Kingsford	P.	6	..	91	60	8	24	23	..	55	1	..	..	360	64	27	7	..	..	200	..	..	62	75	6	3
3498	Stewarton	P.	6	..	776	547	88	171	199	5	463	4	5	4	1054	513	274	68	..	..	151	40	..	7	526	0	9
	STRAITON.			205																							
3922	Patna	P.	10	..	180	158	30	53	52	..	135	2	1	..	346	144	81	18	..	..	89	15	..	..	145	14	6
2557	Straiton	P.	1	..	110	70	11	20	22	2	55	1	1	..	280	70	37	48	..	..	124	..	..	..	80	9	0
	SYMINGTON.			93																							
101	Symington	P.	3	..	132	72	13	21	26	..	60	1	..	..	178	74	41	10	..	..	53	..	..	..	65	3	0
	TARBOLTON.			907																							
4335	Annbank, Ayr Colliery	P.	6	..	470	162	62	80	3	..	145	1	2	..	243	229	156	22	..	..	..	..	..	..	145	7	3
6465	Annbank, New	P.	6	..	420	413	39	131	135	..	355	4	5	2	843	277	143	50	..	..	373	..	..	..	397	12	3
2299	Tarbolton	P.	6	..	300	251	43	85	97	6	231	3	3	1	561	247	118	30	..	..	165	..	..	..	263	19	6
6187	St. Ann's	R.C.	6	..	141	135	19	43	52	..	114	2	..	..	269	112	60	31	..	65	..	..	..	..	125	1	6
	WEST KILBRIDE.			505																							
2161	West Kilbride	P.	4	..	507	395	57	136	125	26	344	5	2	3	978	415	208	51	..	..	301	7	..	..	430	11	10
	TOTAL			52739	57532	49422	7813	15754	17264	1681	42512	761	186	235	119708	48128	24710	6747	789	1091	33110	3412	909	1065	50762	7	5

* New School.—Grant to run as from 1st September, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
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									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£ s. d.
	BANFF.																							
	Aberlour § 67.			676																				
2294	Aberlour	P.	6	..	345	261	54	85	98	..	237	3	..	3	402	106	107	..	..	..	183	..	..	7	247 3 11
2294 HG	Aberlour, H.G.	H.G. P.	6	..	134	90	..	..	2	79	81	3	..	..	498	52	24	..	56	..	231	..	85	..	261 3 10
4316	Craigellachie	P.	3	..	132	112	32	42	26	..	100	1	1	1	179	89	58	14	..	..	18	..	..	1	100 16 6
119	Edenvillie	P.	3	..	146	88	15	26	30	..	71	1	1	..	174	74	41	10	..	..	48	..	..	..	77 1 6
1078	Charlestown of Aberlour	E.	3	..	391	319	36	97	158	20	311	6	..	..	718	369	185	92	..	72	..	..	..	..	374 6 0
	Alvah.			194																				
3534	Alvah	P.	1	..	143	62	14	19	17	6	56	1	1	..	274	65	34	47	22	..	107	..	..	..	68 4 3
3565	Dunlugas, Female	P.	1	..	72	34	12	9	8	..	29	1	..	..	103	44	20	4	..	..	35	..	..	..	39 19 6
3269	Linhead	P.	1	..	124	56	3	22	24	5	54	1	1	..	188	61	34	46	..	..	47	..	..	..	60 15 9
	Banff (Burgh) § 67.			761																				
2767	Academy	P.	6	..	1042	590	120	209	185	27	541	10	3	10	1308	597	387	81	..	..	22	5	..	215	666 2 11
2767 HG	Academy, H.G.	H.G. P.	6	..	243	128	..	..	4	108	112	2	1	..	877	336	64	16	204	..	116	..	110	32	411 7 6
2305	St. Andrew's	E.	3	..	140	63	9	15	22	..	46	2	..	.	152	51	28	64	..	18	..	..	..	..	50 16 3
	Banff (Landward) and Ord.			237																				
1897	Headrooms	P.	3	..	100	66	9	25	27	..	61	1	..	..	185	66	37	9	..	..	72	..	..	..	67 0 9
2315	Hilton	P.	3	..	142	96	15	28	31	5	79	3	..	..	298	101	50	53	23	..	69	1	..	..	93 5 3
	Bellie (see Elginshire).																							
	Boharm § 67.			266																				
7	Boharm	P.	2	..	172	101	15	25	42	..	82	2	1	..	284	91	46	52	27	..	68	..	..	..	90 5 0
2568	Forgie		2	..	51	30	7	7	9	.	23	1	..	..	80	33	10	3	..	..	33	..	..	.	34 10 3
3156	Maggieknockater	P.	2	..	128	55	10	13	16	7	46	2	..	..	101	56	26	47	..	..	62	..	..	..	59 9 6

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	BOTRIPHNIE.				167																								
2906	*Botriphnie*	P.	1	..	128	118	16	37	46	7	106	2	1	..	335	130	66	14	24	..	57	..	..	15	..	..	130	6	0
	BOYNDIE § 67.				395																								
749	Blairmaud	P.	1	..	61	58	15	16	19	..	50	2	..	..	112	..	27	55	..	..	30	..	..	..	..	..	..	..	..
3620	Boyndie	P.	1	..	133	60	8	22	15	5	50	2	..	..	257	63	31	46	23	..	79	..	..	15	..	..	61	3	3
2534	Whitehills	P.	1	..	366	294	68	101	88	9	366	4	2	..	560	269	164	37	..	..	90	..	..	..	..	..	296	15	6
	CABRACH § 67.				132																								
2895	Lower	P.	4	..	90	64	5	22	27	..	54	1	1	..	209	78	34	49	..	..	49	..	..	..	..	..	76	2	3
1339	Upper	P.	4	..	110	45	6	13	13	4	36	1	1	..	242	61	20	45	22	..	94	..	..	..	..	..	59	16	3
	CULLEN § 67.				439																								
3053	Cullen	P.	10	..	695	442	77	132	171	3	383	6	4	5	1074	451	230	54	35	..	100	6	15	183	..	..	437	12	3
	DESKFORD.				146																								
3025	Deskford	P.	2	..	162	98	10	35	46	..	91	2	1	1	313	111	60	55	30	..	53	..	..	3	..	..	101	5	0
	ENZIE § 67.				489																								
3429	Enzie	P.	2	..	209	187	33	42	77	15	167	3	1	3	538	182	96	53	15	..	134	10	..	49	..	..	206	5	9
4402	Port Gordon	P.	2	..	418	299	71	84	98	18	271	4	2	4	720	306	159	39	..	..	113	4	15	85	..	..	322	17	0
	FORDYCE § 67.				889																								
312	Bogmuchals	P.	2	..	66	39	6	15	16	..	37	1	..	..	90	39	24	10	..	..	18	..	..	..	..	..	40	10	6
642	Brodiesord	P.	2	..	70	41	8	16	14	..	38	1	..	..	149	41	22	11	..	..	75	..	..	..	..	..	41	0	6
156	Fordyce Academy	P.	6	..	153	157	34	63	53	..	150	5	..	..	359	115	93	..	..	..	140	..	..	..	11	..	151	5	1
156 H.G.	Fordyce Academy, H.G.	H.G. P.	6	..	147	86	..	..	..	82	82	1	2	..	975	106	54	..	134	..	446	..	235	..	..	..	351	2	3
4457	Portsoy	P.	10	..	734	465	89	147	143	40	419	8	1	6	1307	556	250	58	37	..	406	..	..	..	..	..	548	17	7
736	Sandend	P.	2	..	150	93	27	32	20	..	79	2	..	..	214	87	48	25	..	..	54	..	..	..	..	..	82	9	0
3343	¶Portsoy Durn Road	..	10	..	100	39	9	13	9	4	35	1	1	..	133	52	..	53	..	13	..	32	..	..	..	..	43	6	3
	FORGLEN.				140																								
118	Forglen	P.	1	..	166	127	17	44	34	15	110	2	1	1	321	142	72	15	25	..	58	..	9	..	..	..	144	3	3

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Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	BANFF—*cont.*																								
	GAMRIE.			1360																					
1836	Bracoden	P.	4	..	400	353	84	98	135	8	325	4	2	2	789	340	187	47	14	..	201	..	..	..	361 5 3
1302	Clenterty	P.	4	..	159	52	8	13	20	5	46	2	..	..	189	56	30	58	..	..	45	..	..	..	57 8 6
2315	Longmanhill	P.	4	..	103	70	9	20	23	5	57	1	1	..	184	71	37	9	..	..	67	..	..	..	69 8 3
3284	Macduff	P.	1	..	810	719	105	211	262	62	638	10	1	11	1645	842	404	85	62	..	162	19	70	..	819 17 0
4352	Macduff Murray's	P.	1	..	47	52	20	18	8	..	46	1	..	..	88	45	28	6	..	..	10	..	..	..	46 17 0
	GLASS (*See* Aberdeenshire).																								
	GLENRINNES.			76																					
3176	Glenrinnes	P.	3	..	102	47	2	19	19	7	47	2	..	..	277	92	33	58	26	..	43	..	9	16	78 7 3
	GRANGE.			361																					
2304	Crossroads	P.	12	..	168	92	13	23	24	2	77	2	..	..	209	87	44	11	..	..	67	..	..	..	93 2 0
3180	Grange	P.	12	..	139	78	11	23	36	7	67	2	..	..	205	95	47	10	..	..	53	..	..	..	33 13 0
2466	Sillycarn	P.	3	..	170	89	14	29	33	..	76	2	..	1	207	73	40	10	..	..	82	..	..	2	33 19 3
	INVERAVON.			449																					
2926	Glenlivet	P.	3	..	98	96	18	30	22	11	81	2	..	..	267	111	46	12	27	..	47	..	24	..	113 5 3
3021	Inveravon	P.	3	..	148	113	16	32	37	9	94	2	1	..	337	133	58	54	36	..	42	..	15	..	129 10 0
1690	Morinsh	P.	3	..	60	43	3	16	14	4	37	1	1	..	195	57	26	6	..	..	106	..	..	..	56 10 6
3175	Tomnavoulin	P.	3	..	74	25	6	8	9	..	23	1	..	..	89	30	16	4	..	..	39	..	..	..	24 13 9
3022	Chapeltown (Glenlivet)	R.C.	3	..	195	76	11	26	26	2	65	2	..	..	198	85	42	21	38	..	..	3	..	..	86 2 0
4020	Tombae St. Mary's	R.C.	3	..	110	62	5	20	21	4	50	1	1	..	173	66	28	14	16	..	..	..	..	..	77 2 6
1446	Ballindalloch, Lady McPherson Grant's	..	3	..	78	39	11	12	13	..	36	1	..	..	121	51	20	10	..	39	..	..	..	..	53 4 9

	INVERKEITHNY.				159																								
3578	Easterfield		P.	1	..	100	55	11	20	15	..	46	1	..	1	110	44	25	6	..	..	25	..	..	..	49	4	3
3917	Kirktown		P.	1	..	129	67	10	18	23	6	57	2	..	..	230	57	28	58	21	..	65	..	9	..	70	13	3
	KEITH § 67.				1522																								
1133	Auchanacie		P.	2	..	45	37	6	13	10	3	32	p	..	..	93	43	18	9	..	..	28	..	..	..	53	15	0
913	Fife-Keith, Infant		P.	12	..	181	128	60	63	..	..	123	1	1	2	176	144	84	17	..	..	..	..	..	..	113	2	9
3208	Keith		P.	6	..	999	706	106	227	280	25	638	10	3	11	1242	409	397	99	15	..	322	..	..	1	776	8	4
3208 H.G	¶Keith, H.G.		HGP	6	..	206	135	..	..	..	115	115	1	2	..	745	174	65	16	36	..	272	61	120	..	412	11	4
2811	Newmill		P.	1	..	226	184	40	62	60	9	171	2	1	2	370	188	107	24	..	..	52	..	..	..	201	18	0
4230	Tarrycroys		P.	2	..	105	63	11	20	22	..	53	1	1	1	164	64	34	97	..	..	..	..	..	..	60	0	6
951	The Glen		P.	3	..	98	65	7	17	29	3	56	1	1	1	174	62	32	48	..	..	33	..	..	..	60	0	3
3814	Keith		R.C.	12	..	263	195	37	54	69	7	167	2	..	2	370	166	105	47	47	..	..	..	..	..	192	15	9
	KIRKMICHAEL.				218																								
2271	Kirkmichael		P.	3	..	74	36	4	13	10	2	29	1	..	..	84	47	17	4	..	..	16	..	..	..	49	9	0
3130	Tomintoul		P.	3	..	132	86	8	20	36	3	72	2	..	..	308	108	64	12	24	..	35	..	15	..	86	9	0
2685	Tomintoul		R.C.	3	..	146	103	11	29	43	5	93	2	..	..	238	104	56	23	..	25	..	11	..	12	115	4	9
	MARNOCH § 67.				657																								
4421	Aberchirder		P.	7	..	446	279	46	81	73	38	238	6	..	..	687	329	150	37	34	..	107	..	30	..	319	3	9
4462	*Blackiaw*		P.	1	..	78	66	12	21	23	..	56	2	..	..	148	62	33	8	..	..	45	..	..	..	60	13	9
1734	Culvie		P.	7	..	72	63	13	19	21	1	54	1	1	..	139	51	28	7	..	7	46	..	..	..	59	11	3
529	*Marnoch*		P.	7	..	125	85	12	27	28	3	70	2	1	..	266	90	45	52	..	..	78	..	..	1	81	11	0
1428	Netherdale		P.	1	..	77	45	8	11	21	..	40	1	..	..	105	40	23	5	..	..	37	..	..	..	43	19	3
4162	Aberchirder		E.	7	..	99	59	12	19	21	..	52	1	1	..	137	62	33	57	..	14	..	..	..	..	57	9	3
	MORTLACH § 67.				692																								
1411	Auchindown		P.	3	..	73	31	4	13	9	..	26	1	..	..	76	41	17	4	..	..	13	..	..	..	33	5	3
4568	Kininvie		P.	3	..	41	34	4	16	11	..	31	1	..	..	73	43	18	5	..	..	7	..	..	..	43	17	3
2883	Mortlach		P.	6	..	560	441	103	130	96	..	379	7	2	3	860	193	215	..	..	..	422	..	..	..	382	1	9
2883 H.G	Mortlach, H.G.		HGP	6	..	135	72	..	..	1	66	67	3	..	..	433	..	32	..	23	..	328	..	50	..	237	15	9
3097	Dufftown		R.C.	3	..	138	87	7	11	16	..	34	1	..	..	114	39	23	11	..	26	..	4	..	..	37	7	6
	ORDIQUHILL.				128																								
2337	Cornhill		P.	2	..	78	54	14	21	14	1	50	1	..	..	104	53	35	8	..	..	8	..	..	..	54	6	0
3315	Ordiquhill		P.	2	..	170	105	13	28	36	15	92	2	1	..	270	122	56	14	23	..	54	1	..	..	122	1	0
	RATHVEN (& BUCKIE) § 67.				2733																								
2961	Arradoul		P.	2	..	71	27	8	12	4	..	24	1	..	..	94	39	24	11	..	..	21	..	..	..	28	17	
3622	Buckie		P.	6	..	1060	890	194	279	296	..	769	14	6	10	2398	680	335	126	34	..	1136	..	88	..	783	13	9
3622 H.G	Buckie, H.G.		HGP	6	..	197	83	..	..	..	71	71	1	..	..	631	92	30	8	34	..	366	..	88	13	193	17	6
1144	Findochty		P.	11	..	490	410	102	134	123	6	365	3	5	4	872	398	225	48	..	..	200	..	..	..	396	11	9
3010	Portknockie		P.	11	..	595	494	111	130	116	96	378	6	2	5	877	417	280	46	..	..	169	..	15	..	437	13	0

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							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	BANFF—*cont.*																							
	RATHVEN—*cont.*																							
2726	Rathven	P.	11	..	372	308	49	98	99	11	257	5	2	1	784	292	158	35	27	..	259	..	15	..	296 10 3
3886	Shielburn	P.	2	..	81	75	7	27	30	..	64	1	..	..	118	68	31	15	..	..	4	..	..	..	67 19 0
4094	Buckie, Lady Gordon Cathcart's Industrial	E.	11	..	240	212	48	55	72	8	133	3	..	2	437	180	105	64	..	62	..	12	..	..	212 16 6
3614	Buckie	R.C.	11	..	375	393	92	131	128	..	351	3	1	2	330	402	233	100	13	38	..	43	..	..	366 11 6
	ROTHIEMAY § 67.			294																				
3805	Rothiemay	P.	3	..	207	208	30	62	53	25	170	2	1	1	459	195	95	24	27	..	103	..	15	..	219 1 9
1180	*Ternemny*	P.	3	..	107	120	13	40	47	2	102	2	..	..	218	107	67	17	..	..	28	..	..	..	115 10 3
	TOTAL			13630	13900	13242	2399	4020	4228	1041	11688	221	66	96	34430	12817	6991	2738	1252	314	8485	213	1063	631	14929 9 9
	BERWICK.																							
	ABBEY ST. BATHAN'S.			43																				
2590	Abbey St. Bathan's	P.	4	..	72	48	7	15	20	..	42	1	1	..	187	56	24	6	1	..	92	4	..	4	53 19 5
	AYTON			278																				
4496	Ayton	P.	5	..	328	176	32	61	56	3	152	2	2	..	384	155	85	51	..	..	92	..	..	..	168 7 6
3004	Burnmouth	P	5	..	146	86	21	18	36	..	75	2	..	..	243	80	46	11	..	..	105	..	..	1	82 11 6
	BUNKLE AND PRESTON.			112																				
461	Bunkle	P.	3	..	100	58	9	21	19	..	49	2	..	..	227	62	30	58	..	..	78	..	..	..	60 0 0
4160	Preston	..	3	..	4	35	7	18	7		32	1	..	..	116	32	19	15	..	50	..	..	..	..	33 19 3

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	CHANNELKIRK.					98																				
4304	Channelkirk	P.	2	..	154	66	6	24	27	..	57	2	..	..	246	75	37	10	..	..	124	..	..	..	68	5	3
	CHIRNSIDE.					277																				
645	Chirnside	P.	5	..	378	230	46	66	68	12	192	3	1	3	631	222	109	27	..	..	245	28	..	..	229	18	0
	COCKBURNSPATH.					173																				
3080	Cockburnspath	P.	5	..	184	144	27	41	44	17	129	2	1	..	451	164	79	20	..	..	187	..	..	1	143	7	3
5430	Ecclaw	P.	4	..	28	25	7	8	6	..	21	1	..	..	81	42	15	4	..	..	20	..	..	..	37	0	6
	COLDINGHAM.					502																				
2786	Auchincrow	P.	3	..	104	31	11	11	7	..	29	1	1	..	158	40	19	5	..	..	94	1	..	..	38	12	0
1206	Cairnbank	P.	3	..	32	13	..	4	6	..	10	1	..	..	98	33	10	2	..	..	33	..	..	..	26	8	6
306	Coldingham	P.	5	..	249	164	36	44	61	13	154	3	..	..	408	133	93	23	..	..	98	3	..	8	184	12	9
4177	Renton	P.	3	..	125	54	8	16	22	..	46	1	1	..	198	49	29	47	..	..	69	4	..	..	47	8	0
3596	Reston	P.	3	..	141	90	19	30	29	..	78	2	..	..	240	88	48	19	..	..	91	2	..	..	83	15	9
3710	St. Abbs	P.	5	..	133	73	17	28	29	..	74	2	..	..	240	73	43	11	..	..	113	..	..	..	75	4	0
	COLDSTREAM.					364																				
44	Coldstream	P.	5	..	421	299	60	90	95	22	267	6	1	..	876	330	155	39	..	..	238	5	60	..	335	5	2
874	Hirsel-Law	P.	3	..	120	59	4	14	31	..	49	1	1	..	259	58	32	48	..	11	110	..	..	..	64	17	3
	CRANSHAWS.					46																				
3543	Cranshaws	P.	4	..	55	28	9	5	9	..	23	1	1	..	197	35	17	43	..	..	102	..	..	..	34	7	8
	DUNS.					512																				
4427	Duns	P.	5	..	635	379	73	109	126	25	333	4	3	3	882	388	186	47	..	..	222	24	..	..	405	0	10
3636	Millburn	P.	3	..	95	66	7	13	37	..	57	1	1	..	171	74	39	50	..	..	2	7	..	..	64	4	3
	EARLSTON.					317																				
152	Earlston	P.	10	..	323	246	31	66	99	..	196	4	.	2	633	247	129	31	..	..	221	..	..	6	238	0	0
559	Mellerstain	..	6	..	52	12	3	5	3	..	11	1	..	..	61	19	5	3	..	34	..	..	..	..	21	0	0
	ECCLES.					279																				
463	Birgham	P.	1	..	88	50	7	15	18	..	40	1	..	..	176	57	30	8	..	..	79	..	..	3	43	16	0
53	Eccles	P.	1	..	120	107	19	35	30	.	93	2	..	..	204	92	53	11	.	..	108	..	..	..	101	0	9
853	Leitholm	P.	1	..	143	106	19	28	42	5	94	2	..	1	339	114	45	14	..	..	153	..	..	2	113	2	6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	BERWICK—*cont.*																								
	EDROM.			232																					
2949	Allanton	P.	3	..	115	76	14	21	29	..	64	1	1	..	240	65	36	49	.	..	90	..	..	..	70 6 9
2487	Edrom	P.	3	..	172	74	12	18	31	..	61	1	1	..	258	69	32	9	..	..	142	..	..	..	67 3 9
1169	Sinclair's Hill	P.	3	..	100	41	5	10	21	..	36	1	..	..	147	51	23	6	..	..	66	..	..	..	49 5 9
	EYEMOUTH § 67.			496																					
3062	Eyemouth	P.	5	..	604	604	162	182	185	16	545	5	6	4	1141	538	316	79	..	..	192	..	..	17	609 4 5
	FOGO.			84																					
69	Fogo	P.	3	..	95	77	14	25	28	..	67	2	..	..	220	82	40	10	..	..	150	..	..	..	82 14 6
	FOULDEN.			75																					
3849	Foulden	P.	3	..	72	60	10	18	24	..	52	2	..	..	190	49	27	7	..	..	107	..	..	..	56 17 0
	GORDON.			172																					
602	Gordon	P.	3	..	194	128	20	40	55	..	115	2	1	..	373	133	71	18	..	..	131	18	2	..	128 13 9
	GREENLAW.			180																					
131	Greenlaw	P.	5	..	292	162	30	54	53	6	143	2	1	..	652	146	81	50	..	..	275	..	..	..	162 19 9
	HUME AND STITCHELL.			106																					
434	Hume	P.	1	..	97	48	6	16	19	..	41	2	..	..	212	46	18	56	..	..	92	..	..	..	52 6 0
568	Stitchell	P.	1	..	140	50	11	15	14	..	40	1	..	..	175	52	28	5	..	..	90	..	..	1	50 6 0

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	HUTTON.						147																					
165	Hutton	P.	3	..	122	74	12	19	33	..	64	1	..	..	211	78	40	10	..	..	84	..	..	..	71	4	9
3451	Paxton	P.	3	..	95	65	16	18	22	..	56	2	..	..	211	59	32	58	..	..	63	..	..	..	60	6	6
	LADYKIRK.						50																					
266	Ladykirk	P.	3	..	110	49	7	11	23	..	41	1	..	..	217	42	25	6	..	..	144	..	..	..	42	12	0
	LANGTON.						66																					
267	Langton	P.	3	..	129	76	20	23	23	..	71	1	1	..	265	58	32	48	..	..	122	5	..	..	75	19	6
	LAUDER.						246																					
2929	Cleikhimin	P.	2	..	70	24	5	9	10	..	24	1	..	..	101	47	19	8	..	..	26	..	..	..	39	15	0
2516	Lauder	P.	5	..	296	189	25	59	52	37	173	4	..	4	763	235	98	25	..	..	359	..	42	4	247	3	6
	LEGERWOOD.						90																					
678	Legerwood	P.	2	..	108	75	9	27	33	69	..	1	..	..	178	79	36	10	..	..	53	..	..	..	36	6	3
	LONGFORMACUS.						39																					
2890	Longformacus	P.	4	..	66	34	6	7	14	..	27	1	..	..	125	37	13	3	..	..	73	..	..	..	42	16	0
	MERTOUN.						106																					
3296	Mertoun	P.	1	..	159	86	12	22	35	..	69	1	1	..	209	83	42	10	..	..	52	..	22	..	77	11	0
	MORDINGTON						49																					
4083	Mordington	P	3	..	57	48	8	15	14	..	37	1	..	..	133	42	23	6	..	..	63	..	..	..	41	0	6
	NENTHORN.						101																					
1693	Nenthorn	P.	1	..	105	51	10	20	14	..	44	1	1	..	192	52	20	7	..	..	113	..	..	..	54	8	0
	POLWARTH.						47																					
580	Polwarth	P.	3	..	50	39	5	12	17	..	34	1	1	..	187	49	20	5	..	..	110	..	..	3	50	4	0
	SWINTON.						146																					
366	Swinton	P.	3	..	221	147	31	39	57	..	127	3	..	..	435	136	74	19	..	..	206	..	..	..	139	1	3

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List of Schools aided from Parliamentary Grant—*Continued.*

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	BERWICK—*cont.*																								
	WESTRUTHER.			87																					
6372	*Gateside*	P.	2	..	56	33	11	8	8	..	27	1	..	..	82	42	16	4	..	..	20	..	..	..	41 14 0
4240	Westruther	P.	2	..	128	61	7	21	27	..	55	2	..	..	219	71	34	48	..	..	66	..	..	..	70 18 9
	WHITSOME.			88																					
53	Whitsome	P.	3	..	150	90	16	25	36	..	77	2	..	..	227	89	50	12	..	..	75	..	..	..	84 0 6
	TOTAL			5608	8088	5104	969	1519	1818	156	4462	92	28	17	15128	5189	2636	1163	1	96	5768	100	126	49	5299 3 6
	BUTE.																								
	CUMBRAE.			236																					
3631	Cumbrae	P.	4	..	302	206	44	60	71	16	191	5	..	..	670	222	111	28	..	..	304	4	..	..	232 18 6
	KILBRIDE.			335																					
3000	Brodick	P.	4	..	158	81	13	32	19	4	68	2	..	..	249	84	44	11	..	..	110	..	.	..	79 9 3
3986	Corrie	P.	4	..	101	83	16	27	31	..	74	2	..	..	203	71	38	59	..	..	35	..	..	..	80 4 9
2500	Lamlash	P.	4	..	178	122	14	41	41	13	109	3	..	1	290	114	58	14	..	..	104	..	..	..	140 7 3
1198	Whiting Bay	P.	4	..	106	71	3	19	32	..	54	2	..	..	284	61	32	58	..	..	138	..	..	..	56 18 0
	KILMORY.			390																					
4323	Dougarie	P.	4	..	52	28	2	7	13	1	23	1	..	..	140	45	14	4	..	..	76	1	..	..	42 5 3
4277	Kilmory	P.	4	..	116	100	8	31	44	4	87	1	1	..	236	100	47	12	..	..	67	9	..	..	113 15 0
1171	Little Mill	P.	4	..	90	47	4	18	19	..	41	1	..	..	131	52	23	6	..	..	47	..	..	..	52 10 0
4576	*Lochranza*	P.	4	..	100	44	2	19	15	..	36	1	..	..	148	46	21	5	..	..	75	..	..	..	53 10 9
930	Penrioch	P.	4	..	60	57	11	12	25	..	48	1	..	..	123	64	26	6	..	..	26	..	..	..	67 9 9
4456	Shiskine	P.	4	..	145	89	14	22	37	2	75	2	..	..	202	80	43	11	..	..	68	..	..	..	86 5 7
3751	Shiddery	P.	4	..	64	25	5	6	10	..	21	1	..	..	108	36	11	3	..	..	58	..	..	..	37 16 6

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	KINGARTH.			204																					
859	Bigidale	P.	3	..	50	26	6	7	6	4	23	1	..	..	92	34	11	3	..	..	44	..	.	..	45 1 0
612	Kerrycroy	P.	3	..	70	32	6	10	12	..	28	1	..	..	140	29	16	4	..	..	87	..	..	4	31 4 6
5	Kingarth	P.	3	..	120	75	13	20	32	6	71	2	..	..	261	77	41	10	..	..	126	..	..	8	87 13 0
6426	Mount Stewart	R.C.	3	..	63	29	7	5	11	3	26	1	..	..	125	30	16	4	..	75	..	..	..	..	32 8 9
	NORTH BUTE.			286																					
4325	Ballianlay	P.	3	..	74	27	1	11	12	..	24	1	..	..	146	38	15	4	..	..	89	..	..	..	37 5 3
1089	Kildavanan	P.	3	..	45	29	6	7	10	..	23	1	..	..	70	37	12	3	..	..	18	..	..	..	40 0 3
140	North Bute	P.	3	..	196	117	25	41	33	..	99	3	..	..	274	111	62	16	..	..	85	..	..	..	106 13 9
	ROTHESAY (Burgh).			1683																					
3586	¶ { Academy and Thomson's Institution }	P.	6	..	518	289	20	65	124	..	209	7	..	2	925	244	124	31	..	..	325	199	..	2	252 14 1
3586 H.G	¶ { Academy and Thomson's Institution, H. G. }	HGP	6	..	461	100	..	..	..	90	90	2	2	..	1216	266	47	12	112	..	371	109	290	8	341 15 6
4186	Rothesay	P.	3	..	1166	1036	162	326	407	28	923	16	..	7	2371	1048	532	133	..	..	648	10	..	..	1096 12 10
4180	St. Andrew's	R.C.	3	..	260	210	35	97	62	..	184	3	..	2	498	211	111	56	..	115	..	..	..	..	210 13 7
	TOTAL			3234	4483	2873	417	873	1066	171	2527	60	3	12	8893	3100	1456	492	112	191	2899	334	290	20	3325 13 1
	CAITHNESS.																								
	BOWER § 67.			309																					
2980	*Barrock*	P.	2	..	184	89	16	20	41	..	77	1	2	.	243	110	46	22	..	..	65	..	..	..	109 19 9
837	Bower	P.	2	..	125	72	8	20	29	..	57	1	..	1	159	90	37	18	..	..	15	..	..	..	85 0 6
4765	Gillock	P.	2	..	29	29	7	9	9	..	25	1	..	..	86	37	13	5	..	..	30	..	..	..	41 13 3
562	*Stanstill*	P.	2	..	70	52	10	10	23	2	45	2	..	..	178	76	26	112	..	..	..	..	..	..	75 13 3
278	Stemster	P.	2	..	118	50	5	16	21	..	42	1	..	..	158	79	29	15	..	..	35	..	..	..	70 0 9
	CANISBAY § 67.			324																					
818	Canisbay	P.	3	..	142	75	9	25	26	..	60	1	1	1	269	90	45	11	..	..	128	..	..	..	95 8 0
3144	Freswick	P.	3	..	90	42	6	10	21	..	37	1	..	..	146	52	20	5	..	..	69	..	..	..	58 9 9
2533	John O'Groats	P.	3	..	110	59	12	13	26	..	51	1	..	1	148	58	26	7	..	..	57	..	..	..	60 12 6
766	Mey	P.	3	..	105	65	10	21	19	2	52	1	1	1	195	76	32	8	..	..	79	..	..	..	66 12 9
4122	Stroma	P.	3	..	108	62	13	21	20	..	54	1	..	1	117	70	32	8	..	..	7	..	..	..	71 6 6
	DUNNET.			224																					
1868	Cross Roads	P.	1	..	185	93	7	25	31	14	77	3	..	..	268	109	50	51	..	..	57	..	..	..	102 0 3
784	Dunnet	P.	1	..	154	61	12	16	19	3	50	2	..	..	167	68	30	48	..	..	21	..	..	..	67 9 3
2862	Greenland	P.	1	..	68	39	5	10	14	..	29	1	..	..	78	49	18	3	..	..	9	..	..	..	46 17 6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from								Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£ s. d.
	CAITHNESS—*cont.*																						
	Halkirk.			474																			
5295	Banniskirk	P.	12	..	54	31	6	13	6	.. 25	1	..	..	72	31	10	2	..	..	29	..	..	..	38 10 0
1222	Calder	P.	12	..	120	35	2	11	16	.. 29	1	..	..	138	59	18	4	..	..	57	..	..	..	61 4 6
2222	Halkirk	P.	12	..	283	165	27	44	49	26 146	3	1	2	539	238	85	50	..	..	97	..	70	..	246 6 9
919	Harpedale	P.	12	..	62	38	6	15	11	.. 32	1	..	..	115	45	15	2	..	..	52	..	..	..	55 19 9
3268	Lieurary	P.	12	..	126	114	15	37	37	8 97	2	1	..	238	133	57	12	..	..	37	..	..	..	146 8 9
3296	Spittal	P.	12	..	133	84	18	31	24	.. 73	1	..	1	174	87	39	9	..	..	39	..	..	..	102 12 6
742	Westerdale	P.	12	..	56	37	7	14	11	.. 32	1	..	..	126	51	17	4	..	..	54	..	..	..	53 16 0
	Keiss § 67.			240																			
891	Aukengill	P.	1	..	80	62	6	16	32	.. 54	2	..	1	196	70	29	58	..	..	40	..	..	..	71 8 0
3205	Keiss	P.	1	..	213	173	38	51	58	16 153	4	1	2	520	231	90	21	30	..	96	..	52	..	243 4 7
	Latheron § 67.			964																			
1236	Achavanich	P.	1	..	60	15	2	4	7	.. 13	p	..	..	75	30	6	2	..	..	37	..	..	..	30 15 6
4912	Berriedale	P.	1	..	36	28	7	9	9	3 28	1	..	..	87	33	15	4	..	28	..	..	..	..	39 7 9
284	Borgue	P.	1	..	150	26	9	8	7	.. 24	1	..	..	138	37	17	4	..	..	30	..	..	..	37 13 3
1179	Braemore	P.	1	..	50	14	3	4	5	.. 12	p	..	..	59	29	7	2	..	..	21	..	..	..	29 12 0
667	Bruan	P.	1	..	150	69	8	23	23	2 56	1	..	2	158	65	30	7	..	..	67	..	..	..	77 10 9
652	Dunbeath	P.	1	..	208	162	21	46	57	5 129	3	2	2	357	185	78	16	28	..	50	..	..	..	190 4 9
1453	Houstry	P.	1	..	51	22	2	6	10	.. 18	p	..	..	69	45	12	4	..	..	8	..	..	..	38 14 6
2496	Latheron	P.	1	..	160	111	19	32	33	12 96	2	1	2	255	146	59	12	..	..	47	..	..	..	169 12 0
3283	Lybster	P.	6	..	350	187	31	47	48	28 154	2	3	3	547	230	89	41	..	..	81	..	100	..	258 8 0
3283 H.G.	*Lybster, H.G.	HGP.	6	..	..	..	..	..	..	.. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	
332	Newlands of Clyth	P.	1	..	150	109	10	30	50	.. 90	2	..	2	207	120	54	12	..	..	20	..	..	..	121 2 8
446	Swiney	P.																					

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	OLRIG § 67.			200																					
308	Castletown	P.	6	..	200	162	24	37	58	28	147	4	..	1	470	217	80	50	..	..	40	..	62	21	353 0 4†
308 HG	*Castletown H.G.	HGP	6	..	..	.	.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	—
4641	Durran	P.	3	..	35	19	4	6	7	..	17	1	..	..	69	34	9	2	..	..	21	..	..	2	26 15 3
549	*Murkle*	P.	3	..	116	69	8	15	33	4	60	1	..	2	213	101	38	9	..	..	53	..	..	11	97 12 0
309	Tain District	P.	3	..	60	25	4	7	9	..	20	1	..	..	69	43	13	3	..	..	6	..	..	4	40 11 9
2211	Olrig, Female	..	3	..	172	80	12	9	6	..	27	1	..	..	117	45	22	51	50	—	..	..	..	..	32 17 0
	REAY.			188																					
4920	Brawlbin	P.	3	..	34	16	1	6	6	..	13	p	..	..	76	36	10	2	..	..	28	..	..	..	32 1 6
1839	Brubster	P.	3	..	50	17	2	4	7	..	13	1	..	..	87	30	7	2	..	..	48	..	..	..	32 0 3
1615	Dounreay	P.	3	..	100	51	11	17	16	..	44	1	1	..	192	67	25	6	..	..	93	..	..	..	70 19 6
4009	Reay	P.	3	..	142	72	13	21	24	4	62	1	1	..	198	75	35	49	..	..	35	..	..	..	84 7 6
1114	Shebster	P.	3	..	50	12	1	5	5	..	11	1	..	..	65	30	7	2	..	..	26	..	..	..	28 9 6
	THURSO § 67.			1084																					
2624	Forse	P.	1	..	52	46	8	14	19	..	41	1	..	..	134	63	25	4	..	..	30	..	..	11	68 0 3
4135	Janetstown Dist.	P.	1	..	92	26	2	8	11	..	21	1	..	..	89	42	11	3	..	..	27	..	..	6	42 13 3
38	Miller Institution	P.	6	..	462	443	78	137	173	..	388	8	1	5	873	371	248	62	..	..	75	..	..	118	518 3 3
38 HG	Miller Institution H.G.	HGP	6	..	222	105	..	..	2	90	92	2	1	..	768	176	66	17	122	..	236	..	120	32	386 0 4
4852	West	P.	12	..	489	294	56	84	104	..	244	5	1	2	705	325	146	35	..	..	146	..	..	53	312 18 0
731	Weydale Dist.	P.	1	..	96	42	8	10	19	..	32	1	..	..	135	58	18	6	..	..	43	..	..	10	58 1 9
	WATTEN § 67.			288																					
2185	Gersa	P.	2	..	70	52	5	13	25	..	43	1	1	1	221	69	27	47	..	..	78	..	..	..	66 15 3
4872	Lanergill	P.	2	..	110	51	7	14	13	8	42	2	..	..	193	56	23	56	..	..	58	..	..	..	64 5 3
2649	West Watten	P.	2	..	133	64	9	19	28	3	59	2	..	1	278	87	36	59	..	..	96	..	..	..	82 19 6
	WICK (Burgh) § 67.			1563																					
2388	Pulteneytown Academy	P.	6	..	578	524	..	.	9	478	467	10	2	5	1349	565	275	62	..	..	223	..	..	224	792 10 8
2388 HG	Pulteneytown Academy H.G.	HGP	6	..	361	201	..	..	..	166	166	4	..	..	900	337	68	23	..	..	268	..	120	84	687 1 11
1584	West Banks	P.	10	..	350	316	79	115	81	..	275	4	1	5	789	350	105	35	..	..	91	..	..	159	371 5 9
3590	Wick North	P.	10	..	386	400	119	176	69	..	364	5	2	3	784	417	154	46	..	..	..	..	..	195	489 1 9
4560	Wick South	P.	10	..	745	647	252	270	72	..	594	9	1	5	1334	640	216	70	..	..	126	..	..	282	758 0 3
	WICK (Landward).			714																					
6446	Ackergill	P.	1	..	42	26	10	11	3	..	24	1	..	..	83	32	14	2	..		36	..	..	..	29 3 9
4002	Bilbster	P.	1	..	80	52	4	16	27	..	47	1	..	..	146	69	26	7	..	..	45	..	..	..	77 5 3
1434	Killimster	P.	1	..	160	83	7	25	31	13	76	2	1	1	310	111	47	12	..	..	140	..	..	..	118 7 3
2678	Staxigoe	P.	1	..	120	103	21	33	39	..	93	3	..	..	244	124	59	13	..	..	48	..	..	..	107 19 0
1068	Tannach	P.	1	..	80	35	4	7	19	..	30	1	1	..	146	51	20	5	..	..	71	..	..	..	49 13 9
4140	Thrumster	P.	1	..	200	102	18	32	39	1	90	2	1	..	306	125	58	12	..	..	113	..	..	..	127 13 3
1366	Whaligoe	P.	1	..	92	48	7	14	21	3	45	1	..	..	128	62	26	6	..	..	34	..	..	..	78 4 9
	TOTAL			6567	10136	6551	1136	1826	1814	899	5675	128	28	55	18032	7801	3115	1354	230	38	3876	..	524	1212	9094 6 7

* New School—Grant to run as from 1st August, 1905. † Grant for 16 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School £	Income of School derived from. Annual Grant, 1903–1904. £	Grant in Relief of Fees £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904–1905. £ s. d.
	CLACKMANNAN.																								
	ALLOA (Town) § 67.			2,292																					
202	¶Academy	P.	6	..	333	344	53	101	155	..	309	7	..	4	1121	325	175	45	..	..	401	175	..	..	388 12 11
202 H.G	¶Academy H.G.	HGP	6	..	534	143	..	..	..	134	134	5	..	..	1567	870	85	20	..	..	265	326	230	260	535 10 6
86	Alloa Burgh	P.	5	..	500	484	87	175	161	15	438	9	1	4	1421	550	269	67	..	..	525	10	..	..	526 16 1
2180	Ludgate	P.	5	..	423	235	43	82	89	..	214	5	..	4	740	252	125	31	..	..	326	5	..	..	243 19 11
5282	Sunnyside	P.	5	..	809	790	153	264	275	34	726	14	2	6	2182	885	444	111	..	..	714	28	..	..	881 16 5
2252	Alloa	E.	10	..	302	295	65	68	123	..	256	4	2	3	533	277	152	71	..	70	..	4	..	..	284 3 3
1729	St. Mungo's	R.C.	11	..	275	192	30	53	93	..	176	3	..	..	411	184	105	48	..	80	..	13	..	..	194 12 3
	ALLOA (Landward) § 67.			1118																					
637	Alloa Parish	P.	10	..	462	528	130	142	201	..	473	8	1	1	1091	488	280	56	..	..	255	11	..	..	512 12 6
2986	Sauchie	P.	10	..	360	259	57	68	92	11	228	4	1	2	583	239	133	29	..	..	175	7	..	..	203 3 0
2362	Tullibody	P.	7	..	296	227	40	78	86	..	204	4	..	1	635	215	117	29	..	..	264	9	..	1	226 19 8
	ALVA.			1079																					
2314	Alva Academy	P.	6	..	785	672	113	246	263	..	622	11	2	7	1519	953	363	91	..	..	112	..	..	..	656 13 4
2314 H.G	Alva Academy H.G.	HGP	6	..	150	106	..	..	10	98	108	2	2	..	703	..	59	15	..	..	528	..	100	..	343 9 5
2425	Menstrie	P.	3	..	250	193	43	57	66	5	171	3	2	..	558	201	106	27	..	..	202	4	..	18	193 18 6
4405	Alva, Infants	..	10	..	220	102	65	22	..	..	87	2	..	1	176	84	49	24	..	19	..	..	..	..	88 3 6
	CLACKMANNAN § 67.			527																					
18	Clackmannan	P.	6	..	401	376	78	120	114	17	329	4	3	2	944	411	216	54	..	..	263	..	..	..	389 19 4
3133	Forestmill	P.	6	..	94	29	6	8	14	..	28	1	..	..	121	46	18	4	..	..	43	..	..	10	45 12 6
3209	Kennet	P.	6	..	121	58	15	18	18	..	51	2	..	..	193	44	29	56	..	..	56	..	..	7	54 4 6
	DOLLAR.			413																					
1929	Dollar	P.																							

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	TILLICOULTRY § 67.			990																						
2158	Coalsnaughton	P.	10	..	392	262	43	75	90	..	208	4	..	4	500	242	82	31	..	..	157	4	..	80	237	4 0
2228	Tillicoultry	P.	10	..	934	655	87	211	220	50	568	10	..	8	1671	741	246	82	..	..	290	9	90	212	714	6 5
	TOTAL			6419	7974	6148	1144	1881	2118	259	5502	105	17	48	17263	6708	3168	921	1	169	4722	607	420	612	6971	11 6
	DUMBARTON.																									
	ARROCHAR.			91																						
1150	Ardlui	P.	6	..	30	14	4	5	4	..	13	1	..	..	73	27	7	2	..	..	37	..	..	..	23	16 9
2962	Arrochar	P.	6	..	90	51	9	20	12	2	43	1	1	..	306	66	28	47	..	..	165	..	..	..	59	3 0
	BONHILL § 67.			2837																						
3400	Alexandria Main Street	P.	5	..	716	643	106	220	203	22	551	8	3	6	1460	687	355	89	..	..	326	1	..	1	649	6 8
4144	Bonhill	P.	5	..	465	492	86	153	160	5	404	6	3	4	1022	449	240	60	..	..	272	2	..	..	452	15 1
2443	Jamestown South	P.	5	..	563	531	98	161	167	15	441	6	4	4	1172	511	266	66	..	..	323	5	..	..	524	8 5
506	Vale of Leven Academy	P.	6	..	636	642	126	192	242	..	560	9	3	6	1334	606	333	84	..	..	302	8	..	..	646	5 2
506 H.G	Vale of Leven Academy H.G.	HGP	6	..	166	109	..	..	..	86	86	3	1	..	612	227	47	12	..	..	139	..	188	..	337	16 6
4250	Alexandria, St. Mary's	R.C.	9	..	411	452	86	120	194	..	400	2	5	3	828	431	240	111	..	19	..	27	..	..	413	8 10
	CARDROSS § 67.			1389																						
4500	Cardross	P.	5	..	257	187	35	57	64	..	156	4	1	2	636	176	96	24	5	..	336	..	..	..	174	7 3
2193	Renton	P.	5	..	932	783	147	221	267	43	678	12	2	7	1987	777	395	99	..	..	653	..	..	12	833	1 4
6360	Renton St. Martin's	R.C.	5	..	300	297	59	85	100	..	244	2	2	1	650	272	146	73	..	145	..	13	..	..	240	2 9
	CUMBERNAULD.			1087																						
2482	Cumbernauld	P.	2	..	384	400	60	125	150	..	335	6	1	4	838	380	209	51	..	..	191	..	..	7	384	9 11
4193	Drumglass	P.	2	..	196	115	22	38	46	..	106	2	1	1	336	111	38	14	..	..	173	..	..	..	117	14 2
2002	Southern District	P.	2	..	122	64	17	28	8	..	53	1	1	..	173	62	32	49	..	..	30	..	..	..	55	5 0
3305	South Muirhead, Arns	P.	2	..	50	32	8	10	11	..	29	p	..	..	71	41	15	4	..	..	12	..	..	..	46	4 9
6443	Croy Holy Cross	R.C.	2	..	296	361	96	105	107	..	308	5	..	1	747	315	200	127	..	88	..	17		..	328	6 9
	DUMBARTON (Burgh) § 67.			4108																						
3813	¶Academy	P.	6	..	362	270	35	71	126	..	232	8	2	4	1099	292	144	36	..	..	341	232	..	53	291	16 7
3813 H.G	¶Academy H.G.	HGP	6	..	364	139	..	..	..	127	127	3	1	..	1391	385	67	17	100	..	441	96	256	29	440	6 2
423	College Street	P.	4	..	998	1001	172	311	435	..	918	17	..	7	2511	1049	557	138	..	..	768	..	..	..	1060	14 7
4575	Knoxland	P.	4	..	1198	872	153	288	330	..	771	18	1	4	2334	888	463	116	..	..	867	..	..	..	872	13 8
2602	West Bridgend	P.	4	..	826	674	140	215	252	..	607	13	2	4	1819	710	411	96	..	..	603	..	..	..	686	7 7
2197	Dumbarton	R.C.	9	..	1302	1091	270	393	333	10	1006	11	4	7	1964	979	604	266	..	85	..	29	..	..	1020	3 3
	KILMARONOCK.			143																						
1427	Ardoch Bridge	P.	6	..	89	48	6	12	31	..	49	1	1	..	210	63	11	48	..	..	87	..	..	..	56	6 9
4133	Kilmaronock	P.	6	..	82	41	4	11	19	2	36	2	..	..	231	82	6	44	..	..	150	..	..	..	42	19 9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	£	Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	£ s. d.
	DUMBARTON—*cont.*																								
	KIRKINTILLOCH (Town) § 67.			2157																					
3238	Lairdsland	P.	5	..	980	870	160	261	327	..	748	10	5	2	1700	788	425	106	..	..	381	..	..	..	832 7 9
2073	¶*Lenzie Academy*	P.	6	..	302	221	22	63	101	..	186	4	3	1	590	216	..	28	..	..	92	241	..	13	215 5 10
2073 H.G	*Lenzie Academy, H.G.*	HGP	6	..	150	108	..	..	..	92	92	3	..	..	969	326	16	..	..	..	304	..	306	17	280 0 0
2092	Townhead	P.	5	..	952	902	162	270	358	..	790	12	3	6	1774	825	443	111	..	..	395	..	..	..	884 9 10
488	Kirkintilloch	R.C.	5	..	374	429	78	130	143	6	357	3	5	..	903	350	203	101	..	234	..	15	..	..	386 17 9
	KIRKINTILLOCH (Landward).			704																					
875	*Condorrat*	P.	4	..	303	196	43	60	55	..	158	2	2	..	424	172	91	23	..	..	136	..	..	3	176 11 3
1025	Garteonner	P.	4	..	306	202	31	59	84	..	174	3	2	..	510	191	101	25	..	..	192	..	..	..	198 7 10
4646	Twechar	P.	4	..	339	275	59	76	95	..	230	5	1	2	691	259	143	36	..	..	253	..	..	..	254 17 9
	LUSS.			89																					
6275	Glendouglas	P.	6	..	20	8	..	3	4	..	7	1	..	..	91	26	6	1	..	..	58	..	..	..	22 11 6
2158	Luss	P.	6	..	96	66	8	29	22	3	62	2	..	..	245	77	31	58	..	..	79	..	..	..	84 2 3
958	Muirland	P.	6	..	75	32	5	9	12	..	26	1	..	..	95	42	16	4	..	..	33	..	..	..	43 15 6
	NEW or EAST KILPATRICK.			2153																					
4314	Blairdardie	P.	2	..	79	87	20	25	30	..	75	2	..	..	232	80	48	11	..	..	122	..	..	1	82 7 6
4243	Craigton	P.	2	..	71	85	18	30	29	..	77	1	1	..	238	94	48	11	..	..	84	..	..	..	96 11 0
2121	Garscadden	P.	2	..	200	135	23	43	43	..	109	2	2	..	442	115	57	35	..	..	232	2	..	1	120 14 3
2664	Milngavie	P.	2	..	549	662	111	232	188	12	543	8	5	2	1415	665	350	83	..	..	319	..	..	8	610 12 0
2347	New Kilpatrick	P.	6	..	403	305	39	92	54	67	252	5	1	2	785	132	94	34	2	..	503	..	..	21	264 2 1
2347 HG	New Kilpatrick, H.G.	HGP	6	..	120	59	..	..	..	52	52	2	..	..	513	39	20	7	..	..	247	..	200	..	185 3 7
6411 4179	Temple	P.	2	..	560	602	107	216	181	8	512	11	2	3	1342	549	301	75	..	..	408	..	..	9	583 17 9
	Milngavie	R.C.	2	..	138	186	45	42	66	..	153	3	1	..	375	147	82	117	..	16	..	13	..	..	164 0 6

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	OLD or WEST KILPATRICK 07.			5734																					
120	Clydebank	P.	6	..	1816	1707	369	547	594	..	1510	28	6	3	3927	..	550	..	..	..	3276	20	..	51	2211 16 1†
120HG	Clydebank H.G.	HGP	6	..	282	100	..	..	..	96	96	4	..	..	902	..	31	..	..	..	626	3	142	..	304 0 6
1376	Dalmuir	P.	3	..	627	403	89	155	168	11	423	11	1	1	1378	487	256	64	..	..	565	6	..	..	484 0 5
2986	Duntocher	P.	3	..	489	390	70	151	119	16	356	8	2	..	1136	433	217	54	..	..	432	..	..	..	421 2 5
6009	Kilgin Street	P.	3	..	1234	903	178	290	334	24	826	19	3	2	2202	954	497	124	..	..	1202	..	..	25	961 16 10
2313	Gavinburn	P.	3	..	599	488	90	155	170	18	433	8	2	1	1208	506	260	65	..	..	367	9	..	..	513 13 8
2924	Milton	P.	3	..	131	118	24	29	57	..	110	2	1	2	436	122	205	17	..	..	91	1	..	..	122 19 3
6373	Radnor Park	P.	3	..	988	508	90	166	185	..	441	11	1	1	1614	513	255	66	..	..	769	..	..	..	510 10 0
4680	Clydebank, Our Holy Redeemer's.	R.C.	9	..	888	839	163	270	329	..	762	10	5	..	1194	768	438	190	..	64	..	90	..	..	827 12 9
4358	Duntocher, St. Mary's	R.C.	4	..	391	423	94	127	147	..	368	3	2	1	783	358	208	104	..	90	..	24	..	..	354 0 5
	ROSENEATH.			282																					
3451	Kilcreggan	P.	3	..	176	107	13	29	49	..	91	2	1	..	327	99	52	13	..	..	161	..	..	..	101 1 3
1745	Peaton	P.	3	..	25	20	3	5	9	..	17	p	..	..	72	28	8	2	..	..	34	..	..	..	32 12 0
4181	Roseneath	P.	3	..	150	88	7	36	31	..	74	2	..	1	319	91	50	12	..	..	166	..	..	1	86 3 3
	ROW.			1987																					
3148	Garelochhead	P.	6	..	127	108	18	34	35	7	94	2	1	1	423	114	58	55	..	..	202	..	..	..	114 14 9
1622	Glenfruin	P.	6	..	75	10	3	4	3	..	10	1	..	..	32	28	7	2	..	..	45	..	..	..	25 11 3
6475	Helensburgh, Clyde Street	P.	6	..	553	416	62	140	162	11	375	7	1	4	1305	272	218	55	..	..	760	..	..	1	409 6 5
4448	¶Helensburgh Hermitage	P.	6	..	393	310	28	113	140	..	281	7	..	2	1129	363	226	46	..	..	210	284	..	..	327 9 0
4448 H.G	¶Helensburgh Hermitage, H.G.	HGP	6	..	158	89	..	..	..	84	84	2	1	..	737	232	46	11	..	..	152	80	216	..	284 18 0
111	Row	P.	6	..	200	135	22	41	56	..	119	2	2	..	467	129	68	37	..	..	231	..	..	2	180 17 9
3997	Shandon	P.	6	..	40	25	7	13	..	..	20	p	..	..	79	21	14	4	..	..	37	..	.	..	19 6 0
1720	Helensburgh St. Joseph's	R.C.	9	..	237	257	65	78	95	..	238	3	2	..	592	232	137	60	..	157	..	6	..	..	249 15 9
3350	Helensburgh Trinity	E.	11	..	239	203	40	65	78	..	183	2	..	2	377	199	105	52	..	51	..	2	..	..	203 10 0
	TOTAL			22701	26617	22448	4105	6924	7814	819	19662	358	103	104	58615	20566	11335	3574	106	950	19380	1227	1308	255	23945 14 4
	DUMFRIES.																								
	ANNAN.			1165																					
112	¶Academy	P.	6	..	332	234	38	75	90	..	203	5	..	1	574	304	150	28	..	..	..	138	..	..	227 19 3
112 H.G	Academy H.G.	HGP	6	..	132	67	..	..	..	56	56	2	..	..	744	83	45	8	99	..	488	..	2	18	214 4 9
193	Annan	P.	9	..	1204	866	184	255	310	30	779	14	1	6	1937	890	477	104	..	..	466	..	..	..	914 10 6
4310	Breconbeds	P.	9	..	160	161	20	59	52	..	131	2	1	..	311	135	75	16	..	..	85	..	..	..	143 3 6
3116	Annan, St. Columba's	R.C.	9	..	189	45	10	13	22	..	45	1	1	..	166	40	26	52	..	43	..	1	..	..	49 2 0
	APPLEGARTH AND SIBBALDBIE.			143																					
76	Sandyholm	P.	5	..	90	61	15	25	17	..	57	1	..	1	168	49	27	7	..	..	85	..	..	..	62 11 3
3357	Sibbaldbie	P.	5	.	66	47	10	12	20	..	42	1	..	..	135	51	24	6	..	..	54	..	..	..	53 0 0

† Grant for 15 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School. £	Income of School derived from									Annual Grant paid at end of School Year 1904–1905. £ s. d.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
	DUMFRIES—*cont.*																								
	BRYDEKIRK.			173																					
3002	Brydekirk	P.	9	..	229	148	44	42	53	..	139	2	..	2	308	147	81	17	..	..	56	6	..	..	154 0 3
	CANONBIE.			399																					
571	Canonbie	P.	4	..	350	169	14	46	75	..	135	2	1	..	378	146	77	19	..	..	132	..	4	..	151 2 3
4120	Gilnockie	P.	4	..	91	49	9	13	20	..	42	1	..	..	123	43	23	6	..	..	51	..	..	..	45 16 6
664	Glenzier	P.	4	..	70	62	13	19	24	..	56	1	..	..	129	67	32	8	..	..	21	..	..	..	66 2 0
569	Harlaw	P.	4	..	72	46	5	15	14	..	34	1	..	..	119	37	20	5	..	..	57	..	..	..	37 5 0
624	Rowanburn, Infant	P.	4	..	99	37	24	10	..	..	34	1	..	..	108	35	20	5	..	..	42	..	..	..	34 8 0
	CAERLAVEROCK.			161																					
2818	Glencaple	P.	5	..	110	62	15	16	23	..	54	1	1	..	196	56	31	48	50	..	2	..	..	9	58 0 3
3977	Hutton Hall	P.	5	..	186	115	20	32	45	9	106	2	3	..	529	129	65	16	200	..	101	..	..	19	138 7 4
	CLOSEBURN.			246																					
4359	Closeburn	P.	11	..	66	40	11	10	10	..	31	1	..	..	93	31	16	5	..	..	29	..	..	12	32 10 6
1614	*Gubhill*	P.	6	..	44	19	3	6	7	..	16	p	..	..	71	30	9	2	..	..	29	..	..	..	32 9 3
77	Wallace Hall Academy	..	6	..	398	250	30	67	85	37	219	4	4	..	1123	308	133	65	567	..	..	1	..	50	315 0 7
	CUMMERTREES.			144																					
2323	Cummertrees	P.	5	..	120	86	13	25	34	..	72	1	1	..	227	97	53	13	..	..	64	..	..	..	79 13 0
397	Trailtrow	P.	5	..	58	37	8	12	12	..	32	1	..	..	110	50	23	6	..	..	31	..	..	..	44 7 0

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	DALTON.			90																							
4188	Dalton	P.	5	..	121	79	20	20	28	..	68		1	..	190	82	38	49	..	..	20	..	..	..	62	15	0
	DORNOCK.			109																							
915	Dornock	P.	10	..	190	152	22	46	61	..	129	3	..	..	326	142	81	17	..	..	84	..	2	..	141	13	9
	DRYFESDALE.			610																							
238	Lockerbie Academy	P.	6	..	565	529	98	159	213	..	470	8	..	8	1238	519	278	70	..	..	371	..	..	..	574	16	1
238 H.G	Lockerbie Academy, H.G.	H.G. P.	6	..	155	105	..	..	..	89	89	5	..	..	320	207	53	13	..	..	440	..	6	..	399	14	3
	DUMFRIES (Burgh).			2437																							
2703	George Street	P.	4	..	602	385	73	112	146	..	331	6	3	..	1069	390	207	52	..	..	408	17	..	..	374	0	6
824	Loreburn Street	P.	4	..	634	610	117	156	208	56	532	8	5	1	1584	588	287	72	..	..	556	59	22	..	677	9	0
2770	St. Michael Street	P.	4	..	592	583	136	190	198	..	524	9	..	5	1413	587	317	79	..	..	359	61	10	..	590	13	10
2876	St. John's	E.	1	..	344	339	71	92	115	..	278	3	1	3	672	296	168	73	..	118	..	23	..	1	316	6	4
2549	St. Andrew's	R. C.	4	..	874	571	142	162	197	..	501	5	6	3	1140	515	288	144	..	150	..	28	..	14	548	10	9
	DUMFRIES (Landward) § 67			898																							
22	Brownhall	P.	11	..	160	114	25	35	42	..	102	2	..	1	325	116	63	14	..	..	122	6	..	5	113	10	3
3560	Catherinefield	P.	11	..	159	124	28	38	46	..	112	2	..	1	299	120	70	14	..	..	82	13	..	..	123	3	6
1087	Noblehill	P.	11	..	940	586	100	207	204	13	524	9	½	8	1431	582	312	70	..	..	389	39	20	21	616	9	0
	DUNSCORE.			178																							
381	Burnhead	P.	12	—	96	61	10	21	20	..	51	1	..	1	152	52	29	6	1	..	62	..	..	—	56	11	6
393	Dunscore Village	P.	12	—	148	112	22	25	35	..	82	1	1	..	190	89	48	51	3	..	..	..	..	—	88	4	9
424	Glenesslin	P.	12	—	59	38	8	11	6	..	25	1	..	..	121	39	17	4	5	..	56	..	..	—	34	16	0
	DURISDEER.			220																							
115	Birleyhill	P.	6	—	106	63	8	20	26	..	54	1	..	1	189	75	32	9	2	..	71	..	..	—	70	4	6
149	Durisdeer	P.	6	—	103	66	7	16	31	..	54	1	..	1	220	61	32	8	—	..	119	..	..	1	62	16	3
631	Enterkinfoot	—	4	—	47	26	5	11	7	..	23	1	..	..	86	37	13	6	—	30	—	..	..	—	39	12	9
	ESKDALEMUIR.			83																							
417	Davington	P.	10	..	58	28	1	8	12	..	21	1	..	..	125	43	17	3	..	..	62	—	..	—	37	2	0
4279	Eskdalemuir	P.	10	..	100	30	2	8	14	..	24	1	—	..	133	43	15	4	..	..	71	—	..	—	41	4	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.				£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMFRIES—*cont.*																							
	Ewes.			46																				
19	Ewes	P.	10	..	60	35	4	14	14	.. 32	1	..	..	163	44	15	4	..	..	100	..	..	..	48 0 0
	Glencairn.			309																				
3707	*Craigmuie Combination*	P.	6	..	40	17	3	7	6	.. 16	1	..	..	72	28	8	2	..	..	34	..	..	..	31 6 0
398	Crossford	P.	6	..	78	67	8	15	33	.. 56	1	1	..	194	83	39	10	..	..	63	..	..	..	72 10 3
396	Moniaive	P.	6	..	280	177	25	52	67	12 156	3	1	1	496	171	90	23	..	..	199	..	..	2	187 19 3
	Gretna.			258																				
163	Gretna	P.	10	..	155	120	28	34	34	.. 96	1	1	..	312	109	61	12	..	..	130	..	..	..	102 2
81	Mount Pleasant	P.	10	..	160	89	19	15	35	.. 69	1	1	..	305	83	44	12	..	..	166	..	..		77 3
	Halfmorton.			46																				
93	Halfmorton	P.	10	..	148	40	9	9	17	.. 35	1	1	..	211	51	22	46	.	..	92	..	..	..	47 19 3
	Hoddam.			282																				
4463	Hoddam	P.	10	..	294	223	46	63	80	.. 194	4	..	3	497	219	115	28	..	..	132	..	..	2	216 16 0
	Holywood.			165																				
3189	Holywood	P.	11	..	152	123	19	34	45	.. 98	2	..	1	278	115	65	13	..	..	84	..	..	1	107 1 9
3999	Speddoch	P.	11	..	32	15	2	3	6	.. 11	1	..	..	89	31	9	2	..	..	47	..	..	..	27 3 0
4000	Stellston	P.	11	..	62	46	8	12	4	11 35	1	..	..	129	52	21	6	..	..	50	..	..	..	47 18 3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.													
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMFRIES—*cont.*																							
	LOCHMABEN.			463																				
247	Hightae	P.	10	..	145	85	17	22	33	..	77	1	1	..	209	84	46	10	..	..	69	..	..	..	84 1 6
3276	Lochmaben	P.	10	..	500	280	58	85	97	..	240	3	2	2	670	277	148	33	..	..	212	..	..	..	273 13 3
185	Templand	P.	10	..	126	103	20	35	40	..	95	1	..	1	233	107	59	15	..	..	53	..	..	..	103 2 6
	MIDDLEBIE.			367																				
2913	Hottsbridge	P.	10	..	112	99	15	29	35	..	79	2	..	..	221	82	42	15	..	..	92	..	..	..	86 4 0
176	Middlebie	P.	10	..	103	48	8	13	23	..	44	1	1	..	219	62	33	45	..	..	79	..	..	..	48 9 9
3672	Eaglesfield, G.A., and Subscription	C.S.	10	..	155	138	32	40	43	..	115	1	1	1	257	119	68	30	..	45	..	..	..	1	122 17 3
	MOFFAT			517																				
761	Academy	P.	6	..	472	89	77	105	161	..	343	6	2	4	766	374	282	53	..	..	59	..	..	..	389 17 1
764 H.G	Academy, H.G.	HGP	6	..	120	26	..	..	1	24	25	1	..	..	396	90	22	4	60	..	209	..	2	..	96 14 7
337	Annan Water	P.	6	..	44	15	2	6	6	..	14	1	..	..	85	13	12	2	..	..	56	..	..	..	14 8 0
3637	*Ewes Water*	P.	6	..	82	27	6	6	9	..	21	1	..	..	104	37	17	3	..	..	47	..	..	..	36 6 0
345	Moffat Water	P.	6	..	40	27	4	7	13	..	24	1	..	..	81	38	18	3	..	..	22	..	..	..	39 18 0
	MORTON.			321																				
1566	*Gatelaw Bridge*	P.	6	..	78	69	13	16	30	..	59	1	1	..	156	68	38	49	..	..	..	..	..	..	64 18 6
31	Morton	P.	6	..	202	124	..	43	66	..	109	2	..	..	307	134	70	17	..	..	86	..	..	..	131 5 2
1368	Morton, Infant	P.	6	..	159	32	52	22	..	..	74	1	1	1	167	75	43	11	..	..	37	..	..	..	75 3 6
4525	Carronbridge, Duke of Buccleuch's	..	6	..	141	90	24	27	30	..	81	1	2	..	289	88	49	25	..	117	..	13	2	..	86 5 0

	Mouswald.					78																					
3764	Mouswald			P.	5	..	135	96	24	22	39	..	85	1	1	..	278	73	41	10	..	..	154	..	..	..	91	11	3
	Penpont.					158																					
2356	Penpont			P.	6	..	190	120	15	35	47	..	97	3	..	..	488	121	64	17	2	..	280	..	..	..	107	16	3
321	Woodside			P.	6	..	40	22	6	8	7	..	21	1	..	..	80	35	12	3	..	..	30	..	..	..	37	6	3
	Ruthwell.					145																					
32	Ruthwell			P.	5	..	172	119	13	28	49	..	100	2	..	..	302	108	55	14	..	..	128	..	..	8	110	14	9
3646	Female Industrial			..	5	..	56	44	9	16	11	..	36	1	..	..	162	46	26	63	..	39	..	..	..	..	38	15	3
	St. Mungo					96																					
8	St. Mungo			P.	12	..	150	101	20	32	38	..	90	2	..	..	355	100	54	13	..	..	189	..	..	..	100	13	6
	Sanquhar.					628																					
3354	Sanquhar			P.	4	..	568	426	71	126	141	16	354	7	1	2	1242	411	208	52	42	..	516	..	..	14	416	3	6
1225	Mennoch Bridge, Duke of Buccleuch's			..	4	..	66	36	3	14	14	..	31	1	..	..	86	32	17	9	..	28	..	..	..	..	35	3	0
1565	Wanlockhead			..	6	..	169	113	20	31	55	..	106	2	..	1	298	130	71	35	..	62	..	..	..	..	119	8	3
	Tinwald.					143																					
2670	Amisfield			P.	11	..	167	96	22	30	32	..	84	1	1	..	207	79	44	9	..	..	52	..	21	2	90	1	0
2643	Shieldhill			P.	11	..	68	33	7	10	11	..	28	1	..	..	110	42	15	3	..	..	28	..	21	1	45	2	3
	Torthorwald.					149																					
3064	Collin			P.	11	..	136	109	24	27	44	..	95	1	1	1	246	110	55	14	..	..	60	3	4	..	107	5	9
3949	Torthorwald			P.	11	..	100	71	7	20	32	..	59	1	1	..	246	64	33	9	..	..	138	2	..	..	65	16	0
	Tundergarth.					85																					
746	Tundergarth			P.	12	..	140	92	9	26	48	..	83	2	..	..	249	110	53	12	..	..	73	..	..	..	103	18	6
	Tynron.					59																					
3558	Tynron			P.	6	..	36	18	4	5	8	..	17	1	..	..	114	35	11	3	..	..	65	..	..	..	33	9	6
782	Tynron, Endowed			P.	6	..	68	34	3	12	15	..	30	1	..	..	170	49	18	5	60	9	30	..	..	..	46	4	0
	Wamphray.					79																					
41	Wamphray			P.	5	..	138	56	7	17	25	..	47	1	1	..	223	69	34	9	18	..	93	..	..	..	59	14	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.		
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).																	
															£	£	£	£	£	£	£	£	£	£	£	s.	d.
	DUMFRIES—*cont.*																										
	WESTERKIRK.			85																							
4904	Megdale	P.	10	..	25	7	2	3	2	..	7	1	..	..	50	19	2	1	..	..	28	..	..	..	22	0	0
373	Westerkirk	P.	10	..	106	68	8	24	29	..	61	1	..	1	165	85	37	8	..	..	35	..	..	..	84	18	9
	TOTAL			13726	19629	13000	2485	3880	4729	452	11546	226	57	73	37099	13944	7047	2235	1113	640	11275	479	116	326	14422	17	3
	EDINBURGH.																										
	BORTHWICK.			274																							
3804	Borthwick	P.	2	..	198	138	17	43	40	3	103	2	1	..	275	116	59	16	..	..	83	..	..	..	116	10	6
2740	Newlandrig, Subscription	..	2	..	101	76	12	22	29	..	63	1	1	..	153	71	40	28	20	20	..	..	..	..	69	10	6
	CARRINGTON.			81																							
3413	Carrington	P.	4	..	130	45	6	15	16	..	39	2	..	..	223	47	26	46	..	..	91	..	..	13	43	8	6
	COCKPEN.			756																							
3754	Bonnyrigg	P.	3	..	440	308	54	91	115	10	270	4	3	2	770	286	153	33	..	..	293	..	..	..	310	5	6
258	Cockpen	P.	3	..	120	114	23	32	37	..	97	2	1	..	249	100	55	54	..	..	40	..	..	..	105	2	0
3862	Bonnyrigg, Girls'	..	3	..	237	239	52	69	85	..	206	3	2	..	485	227	125	62	..	96	..	..	..	..	225	11	3
	COLINTON.			967																							
128	Colinton	P.	12	..	265	146	30	46	47	..	123	2	1	1	438	140	72	24	1	..	201	..	..	..	136	5	3
2213	Juniper Green, Infant and Industrial	P.	12	..	146	88	53	21	..	..	74	1	1	..	169	61	24	11	..	..	68	..	..	4	72	18	6
3032	Juniper Green, Male	P.	6	..	243	267	1	100	95	..	196	6	..	..	390	138	119	31	..	..	95	3	..	4	207	3	9
3032 H.G.	Juniper Green, Male H.G.	H.G. P.	6	..	72	56	..	..	6	39	45	1	..	..	359	45	24	5	..	..	244	1	41	..	106	19	1
431	Longstone, Female	P.	12	..	156	160	39	57	50	..	146	3	..	1	295	147	82	26	..	..	30	..	..	1	158	8	6
3358	*Slateford*	P.	12	..	218	180	38	50	60	..	148	3	1	..	467	165	89	28	..	..	174	..	..	11	162	1	0
4095	Swanston	P.	12	..	61	41	6	12	18	..	36	1	..	1	134	28	16	5	..	..	86	..	..	..	39	13	6

	CORSTORPHINE.			472																						
2789	Corstorphine	P.	1	..	513	386	65	117	180	14	326	6	2	..	979	358	207	42	..	..	365	..	..	7	378	7	3
	CRAMOND.			706																						
6468	Blackhall	P.	6	..	90	56	26	22	..	..	48	1	..	..	102	72	71	6	..	..	3	..	..	..	48	7	0
2470	Cramond	P.	6	..	164	91	12	28	40	..	80	2	1	..	397	88	48	12	..	..	285	..	..	15	90	2	0
3079	Davidson's Mains	P.	6	..	245	224	47	78	72	..	197	4	..	2	532	205	114	29	..	..	184	..	..	..	215	13	0
4411	Lennie	P.	6	..	111	75	12	22	28	..	62	2	1	..	173	78	43	11	..	..	41	..	..	..	67	14	0
	CRANSTON § 67.			192																						
3752	Cousland	P.	2	..	107	95	14	29	39	..	82	1	1	..	177	75	41	11	..	..	37	..	..	14	90	1	9
4128	Cranston	P.	2	..	138	118	14	37	45	..	96	2	..	..	255	114	62	16	..	..	40	..	..	21	109	4	0
	CRICHTON.			159																						
3048	Crichton	P.	2	..	180	149	20	37	60	..	117	2	1	1	339	132	70	24	..	..	102	..	..	2	135	0	6
4088	Pathhead, St. Mary's	R. C.	2	..	59	35	7	8	14	..	29	1	..	..	81	30	14	14	..	19	..	8	..	..	31	10	6
	CURRIE.			504																						
2517	Balerno	P.	12	..	252	221	41	67	79	9	196	4	1	..	508	208	116	25	..	..	158	..	..	1	225	4	9
4104	Currie	P.	12	..	195	116	20	32	40	6	98	2	1	..	371	112	63	52	..	..	143	..	..	..	115	16	0
4878	Hermiston	P.	12	..	51	52	19	20	5	..	44	1	..	..	92	32	15	5	..	..	39	..	..	..	44	10	9
	DALKEITH (Town).			1297																						
3069	Burgh	P.	6	..	620	200	29	56	80	..	165	3	1	1	517	174	94	24	..	..	224	1	..	..	183	16	0
6456	King's Park	P.	6	..	553	547	90	174	210	..	474	9	2	2	1180	613	299	74	..	..	193	..	..	..	508	13	10
6456 H.G	King's Park, H. G.	H.G. P.	6	..	122	35	..	..	4	30	34	1	1	..	323	108	24	6	..	..	55	..	130	..	86	12	6
4458	St. David's	R. C.	1	..	282	322	41	97	97	11	246	2	3	..	531	255	140	70	38	10	..	6	..	..	292	14	3
	DALKEITH (Landward).			97																						
3708	Dalkeith	P	6	..	178	171	26	49	55	20	150	3	..	..	470	197	95	24	..	..	153	..	..	..	191	7	9
	EDINBURGH (City).			52384																						
1853	Abbeyhill	P.	1	..	1363	1191	216	368	365	120	1069	23	1	8	4354	1442	640	150	..	..	2113	8	..	..	1453	7	5
6482	*Albion Road	P.	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..	..	..
6473	Boroughmuir	P.	6	..	140	174	..	..	168	..	168	5	..	..	596	..	80	..	..	..	516	..	..	..	179	12	9
6473 H.G	Boroughmuir, H. G.	H.G. P.	6	..	950	803	..	..	..	752	752	28	2	..	6701	1528	248	62	..	..	4376	..	487	..	3007	19	5
656	Bristo	P.	11	..	893	857	113	275	329	18	735	15	..	7	2854	922	457	107	..	..	1867	1	..	..	896	5	4
1528	Broughton	P.	6	..	1207	1223	223	420	497	..	1140	22	4	9	3954	1137	583	146	..	..	2086	3	..	..	1348	15	7
1528 H.G.	Broughton, H. G.	H.G. P.	6	..	896	396	..	..	4	368	372	17	..	..	4091	849	142	35	..	..	3065	..	..	..	1522	0	0
5630	Bruntsfield	P.	6	..	2115	1402	242	462	532	23	1259	26	1	9	5001	1419	706	177	..	..	2691	7	..	..	1508	1	10
2697	Canonmills	P.	12	..	885	720	108	234	225	56	623	16	..	8	3219	780	361	92	..	..	1986	1	..	..	825	7	1

* New School—Grant to run as from 1st March 1905.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from. Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904–1905. £ s. d.
	EDINBURGH—*cont.*																								
	EDINBURGH (City)—*cont.*																								
4633	Castle Hill	P.	10	..	950	816	131	247	320	..	698	17	..	6	2387	863	438	106	..	..	1480	1	..	..	810 6 9
1439	Causewayside	P.	12	..	949	626	100	182	233	10	525	14	..	5	2032	653	334	74	..	..	1870	1	..	..	620 15 1
6441	Craiglockhart	P.	1	..	1586	1020	231	323	311	31	896	21	..	5	3513	1226	309	116	..	..	1862	..	..	..	1066 15 3
1646	Dalry	P.	2	..	1821	1747	305	507	577	115	1504	30	..	11	5142	1894	879	446	..	..	1918	5	..	..	1912 1 3
663	Davie Street	P.	9	..	588	528	71	168	226	..	465	10	..	5	2162	557	285	66	..	..	1254	1	..	..	550 11 2
2439	Dean	P.	5	..	618	534	122	155	195	..	472	11	..	2	1947	477	260	65	..	..	1143	1	..	..	581 13 10
490	Duddingston	P.	1	..	120	90	25	31	28	..	84	2	..	..	324	84	46	11	..	..	183	..	..	..	90 9 4
6407	Flora Stevenson	P.	4	..	1402	917	122	274	360	37	793	19	..	8	3436	998	328	123	..	..	1986	1	..	..	990 14 8
4157	Gorgie	P.	11	..	1630	1633	325	527	494	51	1397	29	..	7	4973	1629	757	204	19	..	2361	3	..	..	1710 5 5
161	Granton	P.	6	..	360	298	70	103	103	..	276	8	..	..	849	286	158	39	..	..	865	..	..	..	299 10 9
4498	Leith Walk	P.	2	..	1826	1821	308	587	586	128	1609	29	2	9	5507	1991	1016	425	..	..	2073	2	..	..	2062 3 4
4643	London Street	P.	1	..	1459	1376	206	418	532	51	1207	24	..	10	4425	1474	723	171	..	..	2053	3	..	..	1514 5 3
1954	Lothian Road	P.	6	..	939	844	142	293	294	45	774	16	1	4	3297	988	463	116	..	..	1728	1	..	..	973 14 2
4602	Milton House	P.	1	..	1174	1004	157	327	421	..	905	20	..	8	3409	1061	538	134	..	..	1676	..	..	..	1049 4 8
3119	North Canongate	P.	3	..	1484	1438	247	508	486	..	1241	27	..	7	4243	1415	738	184	..	..	1906	1	..	..	1423 17 9
1388	North Merchiston	P.	3	..	1701	1544	281	500	478	76	1335	30	1	13	4997	1696	851	206	..	..	2243	2	..	..	1680 13 2
6406	Parsons Green	P.	10	..	1464	1175	217	380	387	51	1035	23	..	8	3546	1216	652	126	..	..	1551	2	..	..	1287 12 7
1512	Portobello	P.	12	..	1330	1000	130	298	330	94	852	18	2	9	3127	1127	518	117	..	..	1864	1	..	..	1188 1 2
2751	Portobello Tower Bank	P.	12	..	414	437	81	133	149	..	363	10	..	5	1321	411	220	49	..	..	640	1	..	..	416 13 0
6008	Preston Street	P.	11	..	884	861	169	302	259	37	766	16	..	5	2956	903	454	101	..	..	1497	1	..	..	943 0 10
245	Regent Road	P.	9	..	944	911	106	277	354	56	793	16	..	10	3240	1010	487	113	..	..	1628	1	..	..	1073 6 11
3038	Roseburn	P.	11	..	974	737	111	216	246	29	602	16	1	4	2691	791	388	93	..	..	1416	3	..	..	763 16 1
1654	St. Bernard's	P.	9	..	1210	1058	172	322	378	50	922	18	..	8	3526	1124	557	134	..	..	1710	1	..	..	1162 16 6
2431	St. Leonard's	P.	3	..	1531	1065	159	330	307	71	947	17	1	10	3778	1174	559	139	..	..	1899	2	..	..	1206 1 11
4816	Sciennes	P.	2	..	1523	1420	231	471	468	83	1253	26	..	10	4847	1683	771	365	..	..	2022	6	..	..	1649 5 8
2080	South Bridge	P.	12	..	1269	1232	201	369	466	57	1093	21	..	14	3557	1261	667	153	..	..	1883	3	..	..	1885 1 11
4853	South Morningside	P.	5	..	1342	864	168	291	232	61	747	19	..	4	3413	945	444	111	..	..	1911	2	..	..	930 13 2
1440	Stockbridge	P.	6	..	941	795	179	256	239	30	716	16	2	6	3010	855	428	107	..	..	1618	1	..	..	883 11 0
4634	Torphichen Street	P.	10	..	988	964	145	299	357	60	861	16	..	6	3105	1043	511	115	..	..	1635	1	..	..	1116 8 5
1727	Warrender Park	P.	4	..	912	702	107	224	218	62	611	14	..	6	2844	907	264	99	..	..	1569	4	..	..	818 18 4
4553	West Fountainbridge	P.	5	..	762	787	140	254	242	24	660	15	1	7	2924	781	406	102	..	..	1033	2	..	..	798 2 10
4580	Normal Practising	C.S.	6	..	625	429	65	129	178	..	367	9	..	5	1230	479	281	105	..	..	..	..	..	325	308 10 5

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4580 H.G. 2103 2103 H.G	Normal Practising, H.G.	H.G. C.S.	6	..	280	73	..	..	..	61	61	8	..	..	519	245	66	25	..	..	..	..	50	88	208	1	0
	Normal and Model	F.C.	6	..	885	662	126	227	231	..	584	11	..	12	1033	668	377	189	..	..	..	117	..	574	684	1	3
	Normal and Model, H.G.	H.G. F.C.	6	..	165	99	..	..	3	99	21	5	..	..	613	239	44	21	..	..	..	91	50	126	326	12	6
79	Abbey Hill	E.	11	..	243	216	44	92	53	..	243	5	1	..	456	205	110	56	..	7	..	..	..	..	195	13	0
4255	All Saints'	E.	10	..	428	290	50	84	109	..	243	5	1	..	608	261	137	70	..	52	..	..	..	80	268	9	9
1943	Practising	E.	5	..	388	313	86	98	67	19	270	7	..	4	772	341	167	84	..	25	..	10	..	144	320	13	6
2194	St. Andrew's	E.	4	..	351	275	88	144	81	..	313	4	2	..	719	326	182	91	..	12	..	8	..	61	331	13	5
4470	St. George's	E.	10	..	130	130	32	49	42	..	123	1	2	..	274	134	73	36	..	37	..	1	..	..	131	7	0
4528	¶St. James'	E.	6	..	229	181	28	57	48	24	154	3	1	..	718	208	..	74	278	12	..	185	..	106	209	11	7
1769	St. Margaret's, Easter Road	E.	11	..	288	256	69	97	47	..	213	3	2	1	498	240	125	68	..	57	..	14	..	..	231	2	3
3908	Glen Street	R.C.	11	..	750	687	107	227	231	27	592	10	5	2	1406	626	346	152	..	271	..	12	..	..	706	3	3
2047	Portobello, St. John's	R.C.	12	..	314	291	58	92	88	14	247	4	1	2	574	271	143	70	..	100	..	11	..	..	287	3	3
2898	St. Ann's	R.C.	1	..	1060	875	228	235	228	22	713	8	4	10	1573	732	381	199	..	200	..	18	..	..	804	11	2
5878	St. Columba's	R.C.	6	..	358	289	62	100	78	10	250	3	2	3	624	284	144	70	..	146	..	5	..	..	295	18	6
981	St. Cuthbert's	R.C.	12	..	348	260	51	88	74	15	228	2	2	3	536	240	134	58	..	54	..	21	..	..	272	16	1
4694	¶St. Mary's Cathedral, Albany Street	R.C.	4	..	171	133	13	27	47	33	120	2	2	1	579	165	..	55	..	173	..	186	..	..	193	7	3
246	St. Mary's Cathedral, York Lane	R.C.	4	..	720	591	105	190	210	15	520	8	2	3	1167	578	296	148	..	130	..	14	..	..	606	2	0
2665	St. Patrick's	R.C.	1	..	415	430	..	159	133	17	359	3	5	2	533	416	219	97	..	103	..	20	..	5	435	14	9
5242	St. Teresa's, Morningside	R.C.	12	..	108	39	16	7	16	..	39	1	..	..	112	44	25	12	..	31	..	..	..	..	40	18	6
4774	Deaf and Dumb Institution	..	8	..	..	..	..	7	57	..	64	..	..	..	..	..	..	..	..	..	..	..	..	..	337	15	0
6445	Donaldson's Hospital, Deaf Mute	..	12	..	..	..	..	21	91	..	112	..	..	..	..	..	..	..	..	..	..	..	..	..	602	8	9
32	¶James Gillespie's	..	6	..	1284	1348	133	434	584	..	1901	21	8	8	3301	1241	..	356	..	..	..	1844	4	..	1373	8	6
32H.G	¶James Gillespie's, H.G.	..	6	..	366	231	..	..	..	210	210	8	..	..	1601	607	..	71	..	..	..	360	212	..	755	4	8
4574	Royal Blind	..	11	..	..	..	..	6	45	..	51	..	..	..	..	..	..	..	..	..	..	..	..	..	269	10	0
	FALA AND SOUTRA.			69																							
358	Fala and Soutra	P.	3	..	80	64	9	19	22	..	50	1	..	..	166	61	32	8	2	..	62	..	..	..	54	13	0
	GLENCORSE.			261																							
4523	Glencorse	P.	1	..	292	251	47	70	71	25	218	3	2	..	608	267	137	32	..	..	172	..	..	..	269	1	3
	HERIOT.			92																							
750	Heriot	P.	7	..	133	63	6	22	22	..	50	1	1	..	230	66	31	48	..	..	79	7	..	..	65		6
	INVERESK (Landward).			610																							
1867	Cowpits	P.	10	..	83	45	28	11	1	..	40	1	..	..	106	31	6	9	..	..	60	..	..	..	39	15	3
6434	Crookston	P.	10	..	348	297	4	98	152	2	256	6	..	2	671	282	83	29	..	..	277	..	..	..	296	2	4
1023	Old Craighall	P.	10	..	75	42	12	18	6	..	36	1	..	..	100	33	13	4	..	..	50	..	..	..	38	9	6
4909	Wallyford	P.	10	..	148	128	77	37	..	..	114	2	1	..	255	99	20	21	..	..	112	..	..	3	110	19	8

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£ s. d.
	EDINBURGH—*contd.*																							
	Kirknewton and East Calder.			735																				
4452	East Calder	P.	1	..	272	242	35	72	71	21 199	2	2	2	571	257	120	28	..	..	87	20	59	..	254 3 3
3878	Kirknewton	P.	1	..	135	97	17	24	31	4 76	2	1	..	388	95	53	52	..	..	180	8	..	..	88 18 9
844	Oakbank	P.	1	..	250	226	50	71	67	9 197	2	3	2	517	231	124	29	..	..	115	17	..	..	229 12 9
1698	*Sunnyside*	P.	1	..	32	21	2	6	9	.. 17	1	..	..	75	17	10	3	..	..	45	..	..	..	17 14 0
2482	*Wilkieston*	P.	1	..	130	26	6	14	2	.. 22	p.	..	..	75	26	11	5	..	..	34	..	..	..	23 11 6
5874	East Calder	R.C.	1	..	360	200	44	55	76	4 179	2	1	3	455	175	96	42	..	130	..	12	..	..	203 19 6
	Lasswade § 67.			1974																				
2886	Lasswade	P.	6	..	345	305	63	90	118	.. 271	7	1	..	723	324	165	36	..	..	197	..	..	..	230 11 9
2886 H.G.	Lasswade H.G.	H.G. P.	6	..	171	83	..	..	1	75 76	2	..	..	555	165	35	14	..	..	171	..	170	..	257 17 7
3271	Loanhead	P.	5	..	682	511	128	158	139	37 457	5	6	1	1292	557	271	68	..	..	396	..	..	..	560 19 6
1063	Pentland	P.	5	..	250	157	38	49	49	12 148	2	1	1	460	149	75	19	..	..	217	..	..	..	184 1 9
3589	Rosewell	P.	6	..	292	325	73	103	95	19 290	3	4	..	755	267	170	42	..	..	275	..	..	..	338 3 6
2816	Roslin	P.	6	..	394	328	73	102	96	31 302	2	5	..	803	363	181	45	..	..	214	..	..	..	371 3 0
4792	Loanhead, St. Margaret's	R.C.	5	..	316	120	29	41	36	.. 106	2	1	1	358	111	62	31	..	90	..	2	..	..	114 18 6
5482	Rosewell, St. Matthew's	R.C.	6	..	110	127	38	35	41	.. 114	1	1	..	237	91	50	26	..	40	..	4	..	..	101 10 3
	Leith (Burgh) § 67.			14736																				
4685	¶Academy	P.	6	..	1187	665	130	260	187	.. 577	16	..	10	2900	684	344	87	..	..	998	786	..	..	676 5 7
4685 H.G.	Academy H.G.	H.G. P.	6	..	*367*	*364*	..	..	*5*	*333* *338*	*13*	..	..	*2575*	*797*	*157*	*32*	..	..	*1086*	*4*	*500*	..	1599 9 11
4131	Bonnington Road	P.	11	..	967	963	159	302	306	41 808	18	1	4	2654	926	460	111	..	..	1141	15	..	..	996 14 1
4745	Couper Street	P.	9	..	1878	1710	289	584	519	49 1391	29	..	15	4090	1588	806	194	..	..	1470	18	..	14	1686 6 9
4687	Great Junction Street	P.	9	..	1070	974	172	335	316	37 860	18	2	4	2647	903	495	112	..	..	1061	8	..	8	1041 9 11
4068	Links Place	P.	10	..	661	707	114	245	209	20 568	11	3	4	1842	657	332	80	..	..	763	10	..	..	685 17 6
2044	Lochend Road	P.	9	..	1019	1305	241	432	453	24 1150	24	1	8	3067	1365	685	102	..	..	1405	10	..	20	1369 10 5
1221	Lorne Street	P.	11	..	1253	1141	201	415	354	23 993	19	1	8	2864	1174	592	131	..	..	944	8	..	15	1198 14 7
2792	Newhaven, Victoria	P.	5	..	792	709	134	285	224	29 638	13	4	4	1951	712	365	91	..	..	779	5	..	..	740 9 0

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1152	North Fort Street		P.	11	..	1192	1208	207	807	428	24	1056	21	1	8	3093	1263	627	152	..	..	1022	15	..	14	1270	8	3
852	St. Thomas		P.	10	..	324	350	49	90	127	5	277	5	1	4	932	304	105	34	..	..	412	18	..	..	328	0	5
1918	¶Trinity Academy		P.	0	..	1459	687	135	247	182	..	564	15	2	6	2783	691	350	91	..	..	813	838	..	..	648	16	10
H G	Trinity Academy, H.G.		H.G.	6	..	196	193	..	..	..	169	169	7	..	..	1307	288	47	11	..	..	818	3	200	..	640	12	5
			P.																							
1219	Yardheads		P.	10	..	1259	1063	204	350	326	27	907	19	1	7	2819	1009	527	119	..	..	1163	7	..	..	1077	5	5
4167	St. James'		E.	10	..	370	352	67	112	106	7	292	6	2	1	711	342	178	88	..	68	..	16	..	7	327	8	6
3261	St. Mary's		R.C.	5	..	1523	1019	199	284	270	62	815	5	13	7	1981	807	473	237	..	338	..	35	..	..	1024	6	8
	LIBERTON.				1628																					
635	Burdiehouse		P.	2	..	291	148	42	38	48	..	128	3	1	..	443	144	78	50	..	..	172	..	..	..	142	0	6
6492	*Craigmillar Infant		P.	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4404	Gilmerton		P.	2	..	356	244	51	77	103	..	231	4	1	..	639	244	134	33	..	..	227	..	..	..	253	10	9
71	Liberton		P.	2	..	294	214	36	60	88	..	184	4	1	..	591	196	101	27	..	..	267	..	..	..	203	6	0
4218	New Craighall, Infant		P.	2	..	123	104	88	1	..	..	89	1	1	..	168	92	50	14	..	..	7	..	..	..	77	17	6
363	The Niddrie		P.	2	..	653	700	101	245	269	.	615	12	1	..	1525	646	346	85	..	..	448	..	..	..	700	11	3
4099	Gilmerton, The Anderson, Female		..	2	..	110	64	15	13	26	..	54	1	1	..	102	64	32	69	40	..	..	..	..	..	58	7	0
	MID-CALDER § 67.				771																					
2836	Bellsquarry		P.	2	..	167	137	23	48	48	3	122	1	2	2	381	127	77	17	..	..	150	10	..	..	141	1	6
1372	Causewayend		P.	1	..	50	9	1	3	3	..	7	1	..	..	36	22	4	1	..	..	58	1	..	..	22	4	0
114	Mid-Calder		P.	2	..	285	190	39	61	67	2	169	3	..	3	490	196	105	26	..	..	163	1	..	..	190	7	1
2034	Pumpheraton		P.	2	..	458	423	84	123	148	11	366	6	2	3	883	432	241	58	..	..	139	13	..	..	431	3	0
	MUSSELBURGH (Burgh) § 67				2388																					
39	¶Grammar		P.	6	..	260	217	44	55	85	..	184	4	2	1	761	177	96	26	..	..	254	172	..	36	204	5	3
39 H.G	¶ Grammar, H.G.		H.G. P.	6	..	160	67	..	..	..	51	51	3	..	..	539	183	36	8	..	..	243	17	45	7	193	11	3
3132	Fisherrow		P.	10	..	1093	1075	178	356	360	22	916	19	1	6	2095	1021	546	128	..	..	241	..	..	159	1060	3	0
4362	Newbigging		P.	10	..	536	650	125	186	230	20	561	11	1	3	1330	584	312	68	..	..	280	..	..	86	663	18	6
4182	St. Peter's		E.	10	..	428	457	86	126	154	16	382	4	5	1	845	403	227	104	..	60	..	32	..	..	445	10	6
6211	Loretto		R.C.	10	..	224	233	51	63	71	..	185	2	3	1	527	180	104	47	..	101	..	9	..	..	197	15	9
	NEWBATTLE.				868																					
1196	Easthouses		P.	6	..	62	51	27	20	..	..	47	1	..	..	98	46	28	7	..	..	17	..	..	..	46	19	0
4344	Newbattle		P.	6	..	679	778	166	217	241	26	650	12	2	4	1612	747	390	98	..	..	377	..	..	..	758	12	3
	NEWTON.				239																					
2303	Edmondstone		P.	3	..	66	58	23	20	7	..	50	1	1	..	147	57	29	7	..	..	54	..	..	..	52	0	3
3744	Newton (Dalkeith)		P.	3	..	240	196	33	51	91	..	175	3	1	1	497	186	98	24	5	..	184	..	..	..	201	4	9
	PENICUIK § 67.				1027																					
286	Howgate		P.	4	..	120	88	13	30	33	..	76	1	1	..	266	82	43	11	..	..	130	..	..	..	83	2	9
2454	Kirkhill		P.	1	..	301	230	49	62	78	15	204	4	2	2	721	249	128	30	..	..	314	..	..	..	250	12	1
4109	*Nine Mile Burn*		P.	4	..	103	39	6	12	14	..	32	1	..	..	155	51	20	9	..	..	76	..	..	..	50	7	6
4110	Penicuik		P.	6	..	746	472	104	122	129	53	403	7	4	..	1269	519	255	54	..	..	285	..	156	..	782	15	1†

* New School—Grant to run as from 1st September, 1905. † Grant for 18 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.		
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
									(Senior Division).	(Supplementary Course or Higher Grade Schools).	Total.																
															£	£	£	£	£	£	£	£	£	£	£	s.	d.
	EDINBURGH—*contd.*																										
	Penicuik—*contd.*																										
4110 H.G	*Penicuik, H.G.	H.G-P.	6																								
48	Penicuik	E.	1	..	254	154	22	45	55	..	122	3	1	..	312	137	72	38	..	57	..	8	..	6	135	10	9
1266	Penicuik	R.C.	1	..	107	68	13	24	26	..	63	1	..	1	193	60	31	18	..	40	..	3	..	..	68	7	6
	Ratho.			426																							
368	Ratho	P.	4	..	303	183	36	56	63	..	155	2	3	..	598	185	101	25	..	261	3	..	23	169	4	3
3072	Dalmahoy, St. Mary's	E.	4	..	119	98	16	26	41	8	91	1	1	..	231	94	50	25	..	62	..	..	..	112	1	9
	Stobhill § 67.			828																							
3365	Stobhill	P.	12	..	792	725	136	212	237	26	611	11	2	2	1398	678	360	82	..	..	259	9	..	..	723	3	3
	Stow.			274																							
440	*Caitha*	P.	7	..	50	25	8	10	5	..	23	1	..	..	106	27	8	2	..	..	69	..	..	..	33	17	9
608	Fountainhall	P.	7	..	120	76	9	19	32	..	60	1	1	..	167	77	35	49	..	..	6	..	..	..	76	1	3
197	Stow	P.	7	..	226	110	19	43	35	2	99	2	1	..	322	112	63	15	..	..	132	..	..	..	110	16	9
	Temple.			72																							
4277	Temple	P.	4	..	124	71	13	23	21	..	57	2	..	..	252	55	30	58	..	..	108	..	..	2	61	13	9
4035	Toxside	..	4	..	47	34	4	12	14	..	30	1	..	..	105	49	19	9	24	27	..	..	..	..	48	2	6
	West Calder § 67.			1856																							
3839	Addiewell	P.	5	..	515	355	77	117	91	13	296	5	4	1	992	372	185	46	..	..	389	..	..	..	360	17	5
533	Cobbinshaw	P.	6	..	150	87	13	25	36	..	74	2	..	..	275	74	25	8	..	..	108	1	..	..	91	6	6
4348	Gavieside	P.	5	..	280	223	43	82	61	..	186	3	..	3	547	193	104	26	..	..	224	..	..	..	218	10	10

4300	Harburn	P.	6	..	66	42	12	10	3	..	34	1	1	..	101	30	17	4	..	..	49	..	..	..	84	15	0
1319	Leavenseat	P.	5	..	166	34	14	11	4	..	29	1	..	..	130	32	19	5	..	..	76	..	..	..	29	3	6
2855	West Calder	P.	6	..	992	554	100	167	100	..	457	8	4	1	1366	504	296	78	..	..	403	..	..	..	473	1	2
2855 H.G	West Calder, H.G.	HGP	6	..	115	66	..	..	..	59	59	2	1	..	487	120	25	6	..	..	201	..	184	..	209	3	6
1132	Woodmuir	P.	5	..	175	99	17	38	29	1	85	3	..	..	344	90	47	52	..	..	154	..	..	..	95	7	5
50	West Calder	R.C.	6	..	292	300	36	92	101	..	229	1	3	1	528	278	156	77	..	..	..	8	..	..	253	4	9
	TOTAL			86743	93513	77252	13364	28743	25226	4760	67003	1369	197	448	237433	80881	37783	12061	427	2567	94153	5153	2238	2009	88267	4	6
	ELGIN.																										
	ALVES.			241																							
4105	Alves	P.	2	—	281	198	30	71	52	7	160	3	—	2	421	172	94	47	23	—	—	86	—	..	184	8	0
	BELLIE.			357																							
3402	Bellie	P.	3	—	203	146	30	41	56	7	134	3	..	2	548	136	74	18	40	..	275	3	—	2	158	17	0
2824	Fochabers Milne's Inst.	P.	6	—	305	223	40	64	99	..	203	5	1	2	690	237	135	66	282	..	..	2	2	..	233	9	7
2824 H.G	Fochabers Milne's Inst. H.G.	—	6	—	217	72	—	—	..	66	66	2	..	..	544	150	31	15	233	—	..	6	60	..	224	0	4
	BIRNIE.			70																							
2296	Birnie	P.	2	..	144	89	16	25	31	4	76	2	..	—	233	92	46	11	54	—	86	..	—	..	99	2	3
	CROMDALE § 67.			633																							
928	Achanarrow	P.	3	..	70	30	1	6	14	..	21	1	—	—	101	46	16	4	..	—	36	..	..	..	38	19	6
3741	Advie	P.	3	..	90	55	7	18	12	8	45	2	..	..	179	73	29	57	15	—	5	..	..	..	74	18	0
605	Cromdale	P.	3	..	126	83	7	27	31	4	69	2	1	—	297	104	46	52	..	—	96	..	..	..	92	19	9
1580	*Dava*	P.	3	..	50	27	3	11	11	..	25	1	..	..	84	47	17	..	..	—	21	..	..	..	13	4	3
3462	Grantown	P.	6	..	424	324	50	106	135	..	291	5	1	2	797	305	174	44	..	—	274	..	..	..	338	19	2
3462 H.G	Grantown H.G.	HGP	6	—	275	58	—	—	—	47	47	1	2	..	443	170	28	7	60	—	17	..	162	..	193	15	1
	DALLAS.			171																							
4139	Dallas	P.	3	—	135	109	13	30	31	15	89	2	1	—	424	108	50	13	25	—	232	..	—	..	120	2	3
1213	Kellas	P.	3	—	78	34	5	11	16	..	32	1	..	..	96	49	25	5	..	..	18	..	..	..	50	6	6
	DRAINIE § 67.			958																							
3980	Drainie	P.	2	..	85	78	11	22	27	..	60	2	..	..	258	67	36	15	..	—	140	..	..	..	79	2	3
2595	Lossiemouth	P.	11	..	1098	895	169	260	289	41	759	13	..	3	1452	745	471	97	40	—	77	..	22	..	796	17	3
	DUFFUS § 67.			892																							
3820	Burghead	P.	12	..	595	382	104	97	97	31	329	6	1	5	827	406	200	45	..	..	161	—	—	15	422	17	3
2245	Duffus	P.	1	..	232	143	22	35	48	20	125	2	2	2	439	178	77	17	27	..	122	—	20	..	178	2	8
4449	Hopeman	P.	12	..	573	361	93	92	93	43	320	6	1	4	816	403	204	41	..	—	133	—	21	15	426	2	5
147	Roseisle	P.	1	..	62	32	9	15	5	..	29	p.	..	..	73	37	16	3	..	..	17	..	..	..	40	3	3

* New School—Grant to run as from 1st August, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£ s. d.
	ELGIN—*contd.*																							
	DYKE.			205																				
150	Dyke	P.	1	..	229	143	23	33	49	17	122	2	1	2	341	145	69	16	25	..	35	..	..	..	161 9 9
2782	Kintessack	P.	1	..	57	45	16	17	8	..	41	1	..	..	88	44	22	4	..	..	18	..	..	..	52 3 6
	EDINKILLIE.			168																				
4232	Dunphail	P.	2	..	100	32	5	6	14	..	25	1	..	..	106	42	15	7	22	..	79	..	..	..	41 10 6
1623	*Half Davoch Combn*	P.	2	..	50	18	4	4	4	..	12	1	..	..	64	28	7	3	..	..	25	..	..	..	27 13 0
4212	Conicavel	C.S.	2	..	58	59	6	16	23	..	45	1	..	..	125	58	31	19	..	17	..	..	..	..	56 14 0
511	Relugas	C.S.	3	..	61	12	4	5	1	..	10	p.	..	..	53	32	10	5	..	6	..	..	..	..	25 6 6
4530	Logie	..	2	..	116	61	12	14	27	..	53	2	..	1	196	69	33	123	..	..	..	..	..	..	68 0 6
	ELGIN (Burgh) § 67.			1482																				
2872	Bishopmill	P.	10	..	363	220	60	65	76	..	201	5	..	..	560	237	122	31	..	..	84	..	..	85	221 18 10
3435	East End	P.	10	..	605	411	68	95	171	28	357	8	1	8	988	361	203	36	..	..	303	..	..	85	448 1 8
1187	West End	P.	10	..	695	530	107	157	173	39	476	10	1	7	1194	502	256	57	..	..	295	..	..	85	597 5 0
4257	St. Sylvester's	R.C.	10	..	135	137	40	37	39	..	116	2	..	..	311	139	78	37	..	58	..	..	..	..	124 19 3
	ELGIN (Landward) § 67.			709																				
3025	Clackmarras	P.	4	..	114	82	15	30	22	..	67	1	1	..	217	75	41	10	..	..	90	..	..	..	73 0 0
3991	Mosstowie	P.	4	..	154	106	10	37	49	..	96	2	..	1	316	120	64	16	18	..	89	..	10	..	118 2 7
478	New Elgin	P.	4	..	213	252	75	78	76	6	235	4	2	..	538	259	139	35	..	..	103	..	2	..	270 7 10
156	Pluscarden	P.	4	..	120	86	12	27	37	..	76	1	1	..	231	77	41	10	..	..	93	..	10	..	86 13 3
	FORRES (Burgh) § 67.			966																				
3865	Forres (B)	P.	6	..	767	602	103	212	264	..	579	10	..	9	1267	476	373	93	242	..	..	..	95	68	612 12 5
3865 H.G	Forres (B) H.G.	H.G. P.	6	..	221	80	..	..	..	70	70	5	..	..	1089	..	..	..	..	..	1039	..	..	..	245 16 7
2693	St. John's	E.	11	..	167	155	19	83	57	4	118	3	..	3	356	152	76	40	..	77	..	..	..	..	136 2 9

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	KINLOSS § 67.			202																								
835	Findhorn, Female	P.	2	..	161	101	20	33	29	11	93	2	..	1	251	109	60	23	..	..	54	..	..	..	117	18	3
3232	Kinloss	P.	2	..	137	101	13	29	33	15	90	2	..	..	235	114	55	26	24	.	36	..	..	30	121	8	9
	KNOCKANDO.			357																								
2958	Archiestown	P.	3	..	121	92	13	27	40	..	80	1	2	..	266	86	43	12	..	..	118	..	2	..	88	4	6
3709	Elchies	P	3	..	150	33	8	9	11	..	28	p	..	..	75	41	17	4	..	..	12	1	..	..	28	6	0
1032	Kirdels, Female	P.	3	..	69	24	4	6	11	..	21	1	..	..	73	35	14	4	..	..	19	1	..	..	23	2	3
3928	Knockando	P.	3	..	225	139	21	38	49	13	121	3	1	..	392	134	69	17	27	.	120	11	13	..	150	8	9
	NEW SPYNIE.			111																								
3761	New Spynie	P.	2	..	102	59	6	17	23	..	46	2	..	..	210	50	28	57	..	..	66	..	10	..	50	19	9
	RAFFORD.			184																								
2087	Burgie	P.	2	..	52	52	8	17	19	..	44	1	..	..	148	51	29	12	..	..	56	..	..	..	49	11	9
192	*Rafford*	P.	1	..	159	89	10	26	32	6	74	2	..	..	342	83	43	10	29	..	177	..	..	..	90	15	0
	ROTHES			517																								
691	Inchberry	P	1	..	108	67	9	22	19	8	58	2	1	..	227	86	39	40	..	..	62	..	..	..	83	4	2
2925	Rothes	P.	1	..	592	435	86	125	134	38	378	8	1	3	1061	476	234	50	78	..	128	..	17	104	488	13	3
	ST. ANDREW'S LHANBRYD.			248																								
1065	*Cranloch*	P.	2	..	100	39	6	10	16	1	33	1	..	..	173	53	23	11	..	..	35	..	..	..	47	13	0
2953	St. Andrew's Lhanbryd	P.	2	..	217	148	26	44	58	9	137	3	..	1	522	158	76	19	36	..	207	..	24	2	172	0	8
	SPEYMOUTH.			274																								
4412	Garmouth	P.	1	..	230	178	38	48	70	..	156	3	1	..	410	169	95	51	..	..	91	..	3	..	171	1	6
3790	Speymouth	P.	1	..	173	89	15	33	30	3	81	2	1	..	271	86	47	11	..	..	123	..	4	..	92	9	6
	URQUHART § 67.			154																								
3398	Urquhart	P.	1	..	242	110	23	34	31	8	96	2	1	..	407	110	59	52	46	..	113	..	26	2	119	1	8
747	Leuchars	P.	1	..	34	19	4	7	6	..	17	1	..	..	44	..	9	..	..	..	35	..	..	..	30	9	6†
	TOTAL			3894	12140	8195	1499	2827	2748	558	7132	157	25	63	22010	8173	4293	1505	1890	158	5515	110	503	495	9,105	12	11

† Grant for 11 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE.																								
	ABDIE.			115																					
84	Abdie	P.	3	..	152	57	10	21	17	..	48	1	1	..	198	46	26	46	..	..	74	..	..	..	51 15 3
	ABERDOUR.			394																					
2190	Aberdour	P.	4	..	195	175	34	52	61	6	153	3	..	..	387	169	88	22	..	..	109	..	..	..	178 9 3
2148	Donibristle Colliery	P.	12	..	212	148	20	41	51	12	124	3	..	..	388	152	78	20	..	..	131	..	..	..	158 12 9
	ANSTRUTHER, EASTER § 67.			229																					
4244	Easter	P.	5	..	320	291	56	101	78	12	247	4	..	4	673	271	140	35	10	..	217	..	..	..	296 5 6
	ANSTRUTHER, WESTER.			93																					
4384	Anstruther, Wester	P.	5	..	141	63	16	24	10	4	54	1	1	..	194	62	32	48	..	..	52	..	..	..	62 1 6
	AUCHTERDERRAN § 67.			749																					
4175	Auchterderran	P.	2	..	1227	840	172	257	259	30	718	17	..	2	1764	681	426	89	..	..	564	..	..	4	858 4 0
6278	Cardenden	P.	2	..	196	204	36	71	70	..	177	4	..	2	505	186	86	25	..	..	208	..	..	..	196 17 0
	AUCHTERMUCHTY.			320																					
2181	Auchtermuchty	P.	3	..	267	286	43	76	96	30	245	5	..	2	599	275	131	33	..	..	150	..	10	..	325 13 0
948	Dunshalt	P.	3	..	83	43	16	16	4	..	36	p	..	..	47	24	16	4	..	..	4	..	..	..	33 1 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																								
	CERES.			275																					
4507	Ceres	P.	4	..	240	194	28	58	81	7	174	2	2	1	485	212	108	27	..	..	138	..	..	..	206 7 9
4153	Craigrothie	P.	4	..	50	48	11	13	17	..	41	1	..	..	103	39	22	6	9	..	28	..	..	..	44 1 3
	COLLESSIE.			432																					
4415	Collessie	P.	3	..	131	70	12	14	23	8	57	1	1	..	329	76	35	49	..	..	175	..	..	..	78 12 6
2334	Ladybank	P.	3	..	416	300	56	107	86	32	281	4	3	..	769	349	172	43	2	..	202	..	..	..	355 3 6
	CRAIL.			282																					
4782	Crail	P.	5	..	395	266	59	75	78	14	226	4	2	1	635	270	137	34	21	..	173	..	..	..	266 16 0
	CREICH § 67.			66																					
4082	Creich	P.	4	..	104	57	14	17	23	..	54	2	..	..	217	61	34	48	4	..	70	..	..	..	58 3 9
	CULROSS.			212																					
2231	Geddes	P.	10	..	221	139	20	44	47	10	121	3	1	1	349	129	67	14	62	..	76	..	..	..	148 12 3
	CULTS.			106																					
3408	Cults	P.	4	..	150	129	25	35	50	..	110	2	..	2	284	119	65	16	..	..	83	..	..	..	123 10 0

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	CUPAR (Burgh).				771																						
2218	Castlehill	P.	11	..	715	544	3	179	255	74	511	12	..	4	1571	637	310	60	..	..	552	..	..	11	699	18	9
2214	Kirkgate	P.	11	..	393	237	148	57	..	..	205	4	..	3	552	240	137	32	..	..	137	..	..	7	214	10	0
	CUPAR (Landward).				166																						
89	Brighton	P.	4	..	67	22	7	11	5	..	23	1	..	..	84	22	13	3	..	..	41	..	..	..	24	1	3
	DAIRSIE.				95																						
3545	Dairsie	P.	4	..	135	106	18	30	42	8	98	2	..	..	278	132	68	16	..	8	60	..	..	..	120	2	6
	DALGETY § 67.				239																						
4420	Hillend	P.	1	..	118	76	14	23	30	..	67	1	1	1	183	78	44	10	..	..	51	..	..	..	72	19	0
36	Mossgreen	P.	1	..	268	235	46	65	63	21	202	3	2	..	554	252	134	28	..	..	139	..	..	..	246	6	6
	DUNBOG.				82																						
3100	Dunbog	P.	4	..	120	60	11	18	16	5	50	1	1	..	217	67	32	48	..	..	68	1	..	..	64	7	6
	DUNFERMLINE (Burgh) § 67.				4138																						
849	Commercial	P.	9	..	1105	946	134	329	267	99	829	17	..	2	2130	956	493	110	..	..	483	25	..	62	1117	5	1
1631	High (Primary)	P.	10	..	192	187	33	65	61	..	159	3	1	1	507	136	105	21	..	..	195	..	..	..	180	1	3
3108	McLean	P.	10	..	662	592	109	188	204	41	542	8	2	1	1337	616	323	68	..	..	361	11	..	8	686	15	2
2928	*Milesmark*	P.	1	..	415	292	55	105	111	..	271	6	2	2	1062	322	163	43	..	..	536	4	..	2	304	14	3
709	Pittencrieff	P.	10	..	987	672	115	200	223	64	602	11	2	4	1739	709	375	75	..	..	547	37	..	36	334	4	9
2224	Queen Anne	P.	10	..	697	588	88	177	232	33	530	10	2	3	1491	667	336	75	1	..	375	19	..	19	686	19	5
2421	St. Leonard's	P.	9	..	972	508	87	152	197	6	442	7	2	1	1209	501	272	57	2	..	338	11	..	28	521	10	11
3897	St. Margaret's	R.C.	9	..	278	211	58	45	78	10	191	1	3	2	427	198	112	52	..	60	..	10	..	..	213	18	0
	DUNFERMLINE (Landward) § 67.				2103																						
428	Charlestown	P.	12	..	212	122	25	36	51	3	115	2	..	1	394	131	69	16	..	..	178	..	..	..	135	17	5
4049	Crossford	P.	12	..	103	59	13	16	25	..	54	1	1	..	251	68	36	9	..	..	138	..	..	..	63	11	7
496	Crossgates	P.	12	..	443	334	77	107	99	25	308	8	..	..	909	372	192	46	..	..	300	..	..	..	391	12	5
1399	Dunduff	P.	12	..	78	74	16	19	20	..	64	1	1	..	216	82	41	9	..	..	84	..	..	..	80	6	0
248	Halbeath	P.	12	..	400	343	63	98	130	13	304	5	3	..	929	347	184	43	..	..	355	..	..	..	368	3	7
2531	Limekilns	P.	1	..	201	117	20	46	38	6	110	2	1	..	371	135	70	17	..	..	150	..	..	..	130	5	6
3942	Townhill	P.	1	..	460	443	82	129	158	21	390	7	2	..	1090	436	237	53	..	..	363	..	..	..	465	17	6
290	Wellwood	P.	1	..	200	149	29	50	49	6	134	3	..	1	408	160	86	18	..	..	139	..	..	..	157	13	9
	DUNINO.				73																						
3084	Dunino	P.	6	..	91	74	14	24	20	4	62	2	..	..	210	77	39	10	24	..	60	..	..	..	72	3	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Income of School derived from									Amount Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																							
	DYSART (Burgh) § 67.			3070																				
151	Dysart	P.	10	..	781	582	101	176	197	19	493	8	..	4	1224	521	275	68	50	..	310	..	..	5	579 17 9
2312	Gallatown	P.	11	..	433	467	92	142	143	16	393	6	3	2	891	416	228	49	..	..	198	..	..	5	461 5 7
2529	Pathhead	P.	11	..	902	993	202	259	301	67	829	14	2	5	1874	867	514	112	..	..	378	..	..	3	1019 18 1
2168	Sinclairtown	P.	11	..	763	763	150	224	222	43	645	9	2	6	1485	769	399	88	..	..	227	..	..	2	783 4 1
	ELIE.			179																				
3121	Elie	P.	2	..	160	121	21	40	32	11	104	2	1	..	332	123	67	88	2	..	52	..	..	..	128 4 0
3111	Williamsburgh	P.	2	..	102	53	15	18	12	..	45	1	..	..	169	45	24	93	2	..	3	..	..	..	45 19 6
	FALKLAND.			359																				
2259	Falkland	P.	3	..	272	187	34	60	47	18	159	3	..	2	488	186	92	23	..	..	145	15	25	1	200 18 3
2716	Freuchie	P.	3	..	299	178	35	48	55	17	155	2	1	2	377	185	95	24	..	..	59	14	..	1	193 8 3
	FERRYPORT-ON-CRAIG § 67.			639																				
2369	Ferryport-on-Craig	P.	6	..	576	529	124	178	154	..	456	7	5	2	1145	513	277	69	..	..	287	..	..	..	506 7 0
2369 H.G.	Ferryport-on-Craig, H.G.	H.G. P.	6	..	100	101	..	..	6	80	86	3	..	..	633	246	50	12	..	..	230	..	95	..	338 7 3
	FLISK.			58																				
712	Flisk	P.	4	..	77	60	10	18	16	8	52	1	1	..	223	92	37	9	..	..	85	..	..	1	83 10 9

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	FORGAN.			878																							
3136	Forgan	P.	5	..	180	99	17	25	34	8	84	2	1	..	326	119	60	55	1	..	88	..	2	..	104	5	0
3311	Newport	P.	6	..	515	280	45	80	86	42	253	6	2	..	1239	344	197	87	1	..	568	..	95	1	339	2	4
3311 H.G.	* Newport, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.	..		
5299	Wormit	P.	5	..	281	172	37	50	49	18	154	5	..	..	596	190	91	23	..	..	293	..	..	..	192	14	0
	INVERKEITHING.			711																							
251	Inverkeithing	P.	12	..	587	508	110	144	167	27	448	6	5	..	1178	492	268	56	..	..	348	10	..	..	544	2	7
578	North Queensferry	P.	12	..	191	190	41	63	58	11	173	3	2	..	451	190	102	24	4	..	127	3	..	..	201	0	0
	KEMBACK.			75																							
254	Kemback	P.	4	..	188	69	15	18	26	..	59	1	1	..	210	55	30	48	..	..	77	..	..	..	63	14	6
	KENNOWAY § 67.			305																							
2270	Kennoway	P.	3	..	315	248	41	76	78	12	207	2	4	2	581	270	137	34	2	..	127	11	..	..	249	4	6
3173	Star	P.	3	..	110	65	16	17	21	1	55	1	1	..	188	75	35	49	..	..	25	5	..	..	70	2	3
	KETTLE.			294																							
2888	Kettle	P.	3	..	400	198	37	59	61	19	176	2	2	2	518	193	97	24	5	..	199	..	..	..	222	1	9
6401	Middlefield	P.	3	..	42	30	9	12	5	..	26	1	..	..	91	38	17	4	..	..	29	2	..	..	36	18	9
	KILCONQUHAR.			157																							
2625	Colinsburgh	P.	2	..	125	86	17	28	22	10	77	2	..	1	236	74	38	9	..	..	115	..	..	..	97	3	0
3212	Kilconquhar	P.	2	..	164	110	26	36	30	5	97	2	1	..	272	108	60	14	..	..	91	..	..	..	111	1	0
	KILMANY.			80																							
3658	Kilmany	P.	4	..	64	50	10	18	13	..	46	1	..	..	215	48	28	7	..	..	132	..	..	..	46	16	0
4339	Kilmany, Female	P.	4	..	68	21	2	9	7	..	18	1	..	..	73	23	14	3	..	..	83	..	..	..	18	10	0
	KILRENNY § 67.			597																							
3416	Cellardyke	P.	5	..	775	586	162	150	175	24	511	8	3	1	1093	623	299	75	..	..	31	12	..	..	522	10	10
259	Upper Kilrenny	P.	5	..	147	79	16	28	19	5	68	2	1	..	281	97	49	52	..	..	83	..	..	..	81	2	9
	KINGHORN.			466																							
677	Kinghorn	P.	4	..	409	214	..	63	102	32	197	4	..	1	657	273	127	32	..	..	225	..	..	..	297	9	5
4673	Kinghorn, Infant	P.	4	..	245	146	82	40	..	..	122	2	..	3	276	131	71	18	..	..	56	..	..	..	125	14	8

* New School—Grant to run as from 1st August, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904–1905. £ s. d.
	FIFE—*cont.*																								
	KINGLASSIE.			298																					
261	Kinglassie	P.	6	..	248	180	32	55	50	9	146	2	2	2	472	180	98	43	..	..	157	..	..	..	182 15 4
	KINGSBARNS.			115																					
2330	Kingsbarns	P.	5	..	216	136	22	44	50	8	125	2	1	..	360	130	70	17	..	..	143	..	..	..	147 7 6
	KIRKCALDY (Burgh) § 67.			4213																					
4764	Abbotshall	P.	9	..	1076	765	130	206	252	36	624	14	1	2	1891	698	373	83	5	..	733	..	..	..	765 2 6
2790	Dunnikier	P.	10	..	1044	1005	181	321	266	65	833	17	1	8	2157	1009	504	102	5	..	506	..	..	30	1060 3 7
127	East	P.	10	..	819	913	142	264	288	50	744	14	3	3	2077	933	461	104	5	..	574	..	..	..	907 2 8
5649	¶High (Elem. Dept.)	P.	6	..	400	270	47	91	91	..	229	6	1	2	956	251	131	33	1	..	133	407	..	..	261 3 9
126	West	P.	10	..	980	976	164	309	298	65	831	15	..	7	1958	1016	517	111	5	..	309	..	..	..	1042 9 1
	KIRKCALDY AND DYSART (Landward).			131																					
2950	Boreland	P.	4	..	151	144	26	30	59	..	115	1	2	..	313	122	67	17	..	..	106	..	..	2	126 16 6
2156	Chapel	P.	6	..	197	180	22	46	43	..	111	2	1	..	324	126	70	17	..	..	111	..	..	..	120 6 3
4836	Strathore	P.	3	..	97	176	24	38	35	..	97	1	1	1	231	98	52	13	..	..	61	..	..	12	106 0 3
	LARGO.			359																					
2152	Durham	P.	2	..	142	52	16	26	2	..	44	1	..	..	133	50	23	7	..		43	..	..	..	47 18 6
262	Kirkton of Largo	P.	2	..	150	109	9	27	39	14	89	2	..	1	261	118	51	14	5	..	98	..	..	..	123 2 6
2312	Lundin Mill	P.	3	..	178	130	18	43	41	2	104	2	..	1	276	131	68	18		..	54	..	..	..	118 12 6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																								
	NEWBURN.			49																					
781	Newburn	P.	2	..	90	29	4	9	13	4	30	1	..	..	146	40	20	10	..	..	76	..	..	..	38 14 8
	PITTENWEEM § 67.			400																					
28	East	P.	5	..	321	220	..	64	96	33	193	4	..	1	534	262	115	29	35	..	93	..	..	..	271 15 0
3334	South, Infants	P.	5	..	220	166	102	48	..	..	150	2	..	3	282	141	94	24	..	..	22	..	..	..	148 8 9
	ST. ANDREW'S (Burgh).			1248																					
4681	Burgh	P.	6	..	688	554	..	121	334	45	500	10	..	..	1393	629	227	72	9	..	396	..	..	..	686 11 0
2221	East End, Infant	P.	6	..	280	180	80	99	..	..	169	3	1	..	365	178	107	27	3	..	50	..	..	..	177 0 3
4426	Infant	P.	6	..	369	296	110	142	..	..	252	5	..	..	545	277	167	42	32	..	27	..	..	..	265 4 6
	ST. ANDREW'S (Landward).			328																					
591	Boarhills	P.	6	..	117	68	17	20	19	5	61	1	1	..	209	61	33	48	..	..	68	..	..	..	71 17 3
4474	Strathkinness	P.	6	..	238	157	34	58	49	7	148	3	1	..	397	155	84	51	..	..	107	..	..	..	169 17 3
	ST. MONANCE.			381																					
3574	St. Monance	P.	2	..	500	410	84	131	126	7	348	5	2	4	889	381	213	00	..	..	194	..	..	1	390 5 0
	SALINE.			201																					
693	Saline	P.	12	..	200	242	49	72	80	5	206		1	1	523	206	125	26	15	..	151	..	..	..	215 8 8

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	SCOONIE § 67.			1290																							
3267	Leven	P.	6	..	1172	1217	239	358	421	24	1002	17	3	5	2116	301	327	..	..	..	1157	..	..	..	1142	0	0
3267 H.G	Leven, H.G.	H.G.	6	..	158	37	..	..	..	32	32	1	..	..	290	125	30	..	..	..	40	..	96	..	106	17	6
		P.																									
90	Smithygreen	P.	6	..	65	70	12	22	25	..	59	1	..	..	168	70	46	9	..	..	39	..	..	..	74	2	9
	SPRINGFIELD.			154																							
3995	Springfield	P.	4	..	282	147	27	47	43	4	121	2	1	..	337	141	77	49	..	..	119	..	..	..	135	17	9
	STRATHMIGLO			276																							
895	Gateside	P.	4	..	107	110	22	35	29	15	101	1	2	..	315	121	69	45	..	..	87	5	..	..	127	19	6
340	Strathmiglo	P.	4	..	354	189	32	55	68	21	171	3	1	2	579	216	106	26	..	..	228	2	..	..	217	14	9
	TORRYBURN § 67.			266																							
2672	Torryburn	P.	1	..	240	207	32	63	70	14	179	2	2	1	415	212	113	24	..	..	66	..	..	..	218	8	0
	TULLIALLAN.			369																							
46	Tulliallan and Kincardine	P.	2	..	528	377	68	112	122	35	337	6	..	4	980	420	200	50	..	..	112	84	96	70	429	13	6
	WEMYSS § 67.			3321																							
2827	Buckhaven	P.	6	..	936	1063	219	319	300	..	838	14	2	5	1715	411	498	..	..	..	807	..	..	..	864	13	1
2827 H.G	* Buckhaven, H.G.	H.G.	6	..	115	46	..	..	..	33	33	1	..	..	297	82	21	..	..	..	149	..	96	..	121	8	5
		P.																									
4176	Coaltown	P.	2	..	391	250	72	6	67	7	214	5	..	..	641	231	125	31	..	..	254	..	..	...	245	8	6
1119	Kirkland Crossroads	P.	2	..	538	504	104	15	154	27	439	10	..	..	1059	486	249	63	..	..	261	..	..	..	514	14	6
4905	Methil	P.	2	..	833	845	178	247	245	15	685	12	2	6	1470	754	415	99	..	..	202	..	..	..	792	6	8
2646	Wemyss	P.	2	..	629	614	157	182	150	12	501	9	3	2	1200	502	231	67	..	..	350	..	..	..	568	7	7
1013	West Wemyss, Dorothy	P.	2	..	450	235	67	67	65	10	209	4	1	1	676	280	125	30	..	..	291	..	..	..	247	16	9
	TOTAL			43498	53200	42829	8298	18127	13448	2318	37191	684	166	194	102424	41777	22466	5774	405	327	29558	766	892	366	45,513	18	1
	FORFAR.																										
	ABERLEMNO.			170																							
203	Aberlemno	P.	2	..	152	51	5	14	21	..	40	2	..	..	272	56	31	58	..	..	123	..	..	..	44	15	0
3485	Pitkennedy	P.	3	..	67	41	8	10	18	..	36	1	..	..	114	41	23	6	..	..	44	..	..	..	39	6	6
	AIRLIE.			152																							
3526	Airlie	P.	3	..	96	79	17	25	27	..	69	2	..	..	216	73	40	10	..	..	93	..	..	..	74	4	9
	ARBIRLOT.			174																							
410	Arbirlot	P.	6	..	149	91	17	28	27	7	79	2	1	..	320	111	55	54	9	..	90	..	1	..	95	6	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903-1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*cont.*																								
	Arbroath (Burgh) § 67.			4170																					
3379	Abbey	P.	12	..	590	660	116	226	242	..	584	10	..	7	1396	654	352	75	..	..	314	..	..	..	665 15 8
5652	¶High (Elem. Dept.)	P.	12	..	235	101	20	44	26	..	90	3	..	1	370	97	49	14	..	..	76	133	..	..	98 8 6
3382	Inverbrothock	P.	12	..	875	727	109	223	298	..	635	10	2	5	1568	733	386	82	..	..	365	2	..	..	741 13 4
2381	Keptie	P.	10	..	810	796	111	226	280	82	699	13	3	5	1866	880	481	90	..	..	463	2	..	..	923 6 10
2633	Ladyloan	P.	12	..	520	362	58	131	137	..	326	6	..	5	913	366	192	44	..	..	310	..	..	2	378 3 6
1384	Parkhouse	P.	10	..	605	680	88	244	242	..	574	10	..	6	1297	498	272	60	..	..	461	6	..	..	637 6 8
3455	The Hill	P.	10	..	347	290	67	88	107	..	262	6	1	3	662	269	144	35	..	..	214	..	..	..	290 6 5
1719	St. Thomas	R.C.	11	..	171	82	25	22	25	..	72	1	..	..	148	74	41	20	..	36	..	4	..	..	77 13 9
	Arbroath (Landward) and St. Vigean's.			478																					
2730	Colliston	P.	2	..	170	125	20	41	43	3	107	2	1	..	319	103	58	54	..	..	101	..	1	1	120 12 9
2639	St. Vigean's	P.	3	..	188	123	20	38	47	5	110	2	1	..	310	122	60	56	..	..	71	..	1	1	132 0 6
	Auchterhouse.			117																					
375	Auchterhouse	P.	6	..	168	82	14	25	32	..	71	2	..	..	337	83	46	11	..	..	197	..	..	..	77 16 6
	Barry § 67.			850																					
2553	Barry	P.	3	..	256	159	26	43	58	4	131	3	2	1	476	170	88	52	..	..	152	..	..	14	151 15 8
380	Carnoustie	P.	3	..	680	668	107	234	189	27	557	10	3	3	1875	597	317	79	..	..	328	..	..	54	660 1 6
	Brechin (Burgh) § 67.			1578																					
3404	Bank Street	P.	1	..	478	380	70	120	125	21	336	7	1	4	1011	391	200	42	..	..	377	..	..	..	421 14 0
130	Damacre Road	P.	1	..	580	542	108	160	178	23	469	9	..	4	1217	569	308	50	..	..	280	..	..	..	507 14 10

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138	¶High (Lower Dept.)	P.	4	..	120	57	5	30	14	..	49	2	..	..	211	58	31	58	..	..	2	62	..	..	54 12 0
2175	The Tenements (now to be called Andover)	P.	1	..	550	580	109	185	183	22	496	9	1	2	1177	546	305	63	..	..	262	..	..	..	603 17 7
	Brechin (Landward).			315																					
2150	Aldbar	P.	3	..	73	51	10	13	18	2	43	2	..	..	253	66	31	48	..	..	109	..	..	..	59 7 0
1563	Arrat	P.	3	..	58	41	12	11	16	..	39	1	1	..	135	48	27	7	..	..	54	..	..	..	41 12 6
1158	Little Brechin	P.	3	..	100	70	7	22	29	4	62	2	.1	..	262	75	38	50	..	..	99	..	..	..	74 11 3
	Broughty Ferry (Town) § 67.			1881																					
2662	Eastern	P.	12	..	600	501	81	185	156	15	437	8	2	1	1103	475	252	59	..	..	317	..	..	..	514 12 7
4082	¶Grove Academy	P.	6	..	445	309	35	100	139	..	274	6	1	1	960	319	184	45	..	..	54	358	..	..	316 8 0
4082 H.G	¶Grove Academy, H.G.	H.G. P.	6	..	257	190	..	..	..	175	175	6	1	..	1321	479	101	25	..	..	321	166	230	..	651 2 3
4033	Southern	P.	12	..	676	443	98	125	157	..	380	5	4	..	1028	430	230	51	..	..	316	..	..	..	430 15 9
2176	Western	P.	12	..	496	367	68	115	122	14	319	5	2	1	846	343	190	40	..	..	274	..	..	..	376 2 8
	Careston.			50																					
4082	Careston	P.	2	..	95	82	11	32	26	2	71	1	1	..	219	79	40	60	..	..	40	..	..	..	90 3 6
	Carmyllie.			253																					
231	East	P.	6	..	152	140	23	49	46	8	126	3	..	..	348	150	79	20	..	..	100	..	..	..	148 11 6
3010	West	P.	6	..	195	110	22	36	35	7	100	2	1	..	328	107	57	14	..	..	151	..	..	..	120 15 6
	Cortachy and Clova.			117																					
4313	*Cortachy*	P.	4	..	149	56	10	15	24	..	49	2	..	..	192	53	27	57	..	..	53	..	2	..	55 8 9
3091	Clova	P.	4	..	60	16	2	6	6	..	14	1	..	..	118	30	8	2	..	..	77	..	..	..	30 7 6
305	Glenprosen	P.	4	..	50	30	4	8	14	..	26	1	..	..	122	48	18	4	..	..	52	..	..	..	43 16 6
2538	Waterosk	P.	4	..	39	13	1	1	7	3	12	1	..	..	81	30	7	2	..	..	42	..	..	..	32 15 9
	Craig § 67.			442																					
3042	Craig	P.	2	..	166	129	17	45	53	..	115	2	1	..	312	106	65	28	..	..	112	..	..	..	118 12 0
1137	Ferryden, Senior	P.	2	..	254	176	..	46	106	..	152	3	..	..	450	152	79	38	..	..	182	..	..	..	175 6 6
3555	Ferryden, Infant	P.	2	..	258	117	80	26	..	..	106	3	..	..	314	124	72	37	..	..	80	..	..	..	104 18 0
4215	Westerton	P.	3	..	42	38	10	13	10	..	33	1	..	..	89	41	17	4	..	..	26	..	..	..	48 0 0
	Dun.			118																					
2280	Dun	P.	2	..	171	111	16	32	47	..	95	2	..	..	341	105	64	15	..	..	156	..	..	..	104 12 3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*cont.*																								
	DUNDEE (Burgh) § 67.			29697																					
2622	Ancrum Road	P.	10	..	777	858	202	265	228	32	727	16	2	1	2239	808	432	98	..	..	895	11	..	..	863 1 8
2491	Ann Street	P.	1	..	1230	1343	252	442	406	72	1152	24	2	1	3126	1369	704	156	..	..	863	34	..	1	1427 4 10
2442	Balfour Street	P.	12	..	903	782	162	270	231	31	694	19	1	3	2383	843	431	102	..	..	1000	8	..	..	842 18 4
4676	Blackness	P.	2	..	1242	1325	205	422	434	110	1171	24	1	5	3413	1536	729	183	..	..	951	18	..	..	1582 3 11
2219	Brown Street	P.	2	..	650	523	87	144	196	..	427	11	1	3	1503	485	239	64	..	..	604	17	..	4	495 5 10
3405	Butterburn	P.	11	..	1089	978	207	321	266	31	825	17	1	2	2626	982	512	108	..	..	1055	8	..	..	962 10 9
4555	Clepington	P.	9	..	1347	1258	221	439	375	32	1067	20	3	1	2757	1177	647	140	..	..	786	7	..	..	1231 2 1
4677	Cowgate	P.	12	..	915	788	184	258	248	..	640	15	..	3	2286	721	410	84	..	..	1001	70	..	..	715 10 6
4788	Deaf and Dumb	P.	9	..	..	..	1	8	14	..	23	..	..	..	..	..	..	..	..	..	..	..	..	..	189 11 3
2459	Dudhope	P.	1	..	858	778	144	251	240	45	680	16	3	1	2180	872	435	96	..	..	751	26	..	..	855 13 7
3467	Glebe Lands	P.	1	..	1339	1381	241	441	425	97	1204	25	1	2	3375	1457	710	165	..	..	1025	18	..	..	1550 3 5
629	¶Harris Academy	P.	6	..	449	471	63	156	202	..	421	12	..	4	1925	428	155	59	..	..	574	709	..	..	508 4 7
629 H.G	¶Harris Academy, H.G.	H.G. P.	6	..	637	577	..	..	3	533	536	15	1	..	4975	1738	192	72	..	..	1580	797	596	..	2151 0 1
2236	Hawkhill	P.	2	..	1855	1536	309	508	460	76	1353	31	1	3	3969	1590	786	196	..	..	1413	45	..	..	1671 12 3
1083	Hill Street	P.	11	..	964	1027	176	345	334	41	896	20	2	2	2888	1057	553	125	..	..	1111	32	..	..	1068 15 6
3374	Lochee, Liff Road	P.	11	..	969	988	186	262	285	74	807	19	..	2	2689	1060	509	108	..	..	765	34	213	..	1056 13 3
1920	Lochee, South Road	P.	11	..	394	385	54	108	149	..	306	8	..	..	1039	359	185	45	..	..	428	21	..	..	352 4 10
2208	Mitchell Street	P.	12	..	1240	787	185	288	229	26	678	14	4	2	2206	778	417	87	..	..	808	25	..	1	795 16 2
4678	¶Morgan Academy	P.	6	..	561	474	81	173	176	..	430	12	..	3	1896	453	176	66	..	..	454	747	..	..	487 5 0
4678 H.G	¶Morgan Academy, H.G.	H.G. P.	6	..	556	305	..	..	2	281	283	10	2	..	3337	1067	114	42	..	..	1405	409	349	..	1162 7 9
2029	Rosebank	P.	2	..	1380	1271	246	423	385	37	1091	22	1	2	2920	1209	641	164	..	..	822	24	..	..	1306 5 3
2626	St. Andrew's	P.	9	..	352	316	..	..	152	..	152	6	1	..	1092	258	112	31	..	..	669	31	..	..	212 0 3
21	Tay Street	P.	1	..	771	641	111	200	218	23	552	14	..	3	2337	692	350	79	..	..	1202	14	..	..	661 18 1
2368	Victoria Road	P.	2	..	853	985	171	282	299	47	799	21	..	2	2632	957	488	120	..	..	1026	42	..	..	985 9 11
3427	Wallace Town	P.	1	..	1069	1054	190	362	339	38	929	21	1	2	2798	1083	561	125	..	..	1009	20	..	..	1118 12 0
2174	Lochee	E.	9	..	200	95	18	36	41	..	95	2	..	..	254	102	54	28	..	25	..	4	..	17	104 9 9
3629	St. Martin's	E.	10	..	271	286	85	95	59	..	239	2	2	..	457	242	155	62	..	20	..	14	..	..	248 13 9
2790	St. Paul's	E.	10	..	432	439	101	159	132	..	392	3	4	2	833	427	160	113	..	123	..	..	..	..	430 2 6
2111	St. Salvador's	E.	10	..	858	878	144	305	272	6	727	10	3	2	1541	778	464	212	..	..	..	68	..	4	806 18 6
3571	Lochee, St. Mary's	R.C.	11	..	803	651	210	113	180	2	505	5	3	4	1236	546	327	147	8	191	..	16	..	..	550 1 0
4327	St. Andrew's, Boys'	R.C.	10	..	476	242	..	77	116	4	197	2	3	1	767	258	138	65	..	228	..	81	..	..	234 19 4

4782	St. Andrew's, Girls'	R.C.	10	..	854	618	247	64	139	11	441	9	6	6	1030	677	372	227	..	219	..	42	..	..	6	1046	17	8
4085	St. Joseph's	R.C.	10	..	1100	980	220	807	271	28	806	11	6	9	2475	1448	534	248	18	681	..	64	..	..	..	1352	12	6
2136	St. Mary's	R.C.	10	..	1502	1302	336	371	414	41	1180	15	7	5	2704	1907	702	317	17	410	..	87	..	..	..	482	0	7
4760	St. Patrick's	R.C.	9	..	544	509	114	167	145	..	426	4	5	4	970	502	280	139	7	15	..	27	..	..	..	259	5	8
5629	Dens Works (now closed)	..	9	..	372	141	..	..	190	..	190	3	1	..	793	195	86	50	..	472	..	..	..	..	..	98	0	0
	Dudhope Bank Deaf and Dumb Institution	..	9	..	..	..	2	4	12	..	18	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
4746	Institution for the Blind	..	9	..	..	..	2	2	17	..	21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	115	18	9
1988	Seafield's Works, Half Time	..	9	..	181	58	..	..	52	..	52	1	1	..	217	73	24	19	..	101	..	..	..	..	..	64	9	9
4288	Ward Mills	..	6	..	314	224	..	..	119	..	119	3	2	..	475	172	91	75	..	137	..	..	..	..	..	164	12	6
	DUNDEE (Landward).			175																							
4164	Drumgeith	P.	4	..	202	235	40	77	75	21	213	4	..	..	565	228	119	30	..	..	184	..	4	..	..	265	17	3
	DUNNICHEN.			214																							
3108	Craichie	P.	5	..	100	66	13	20	25	2	60	1	1	..	215	77	37	49	..	..	45	6	..	..	..	77	17	9
2745	Letham	P.	5	..	243	149	28	58	42	8	134	2	1	2	369	159	83	21	..	..	96	9	..	..	..	162	6	6
	EASSIE AND NEVAY.			99																							
505	Eassie and Nevay	P.	6	..	127	92	10	31	38	..	79	2	..	..	280	82	45	11	..	..	141	..	..	..	..	87	9	0
	EDZELL.			145																							
154	Edzell	P.	2	..	220	157	24	40	58	9	131	2	1	..	333	152	85	38	..	..	57	..	..	..	..	155	19	6
187	Waterside	P.	4	..	60	14	3	4	6	..	13	1	..	..	53	23	5	1	..	..	23	..	..	..	..	23	6	0
	FARNELL.			111																							
4203	Farnell	P.	2	..	130	114	15	37	43	..	95	2	..	..	271	126	63	29	..	..	53	..	..	..	..	116	19	6
	FERN.			70																							
3126	Fern	P.	3	..	78	61	10	18	23	2	53	2	..	..	221	65	26	57	..	..	73	..	..	..	..	70	13	3
	FORFAR (Burgh) § 67.			2234																							
4502	¶Academy	P.	3	..	260	160	27	35	30	..	142	3	1	2	479	155	81	50	..	..	1	192	..	..	..	162	19	6
4504	East	P.	3	..	423	415	96	155	127	..	378	6	1	5	750	365	235	59	..	..	81	9	..	..	1	415	5	3
3789	North	P.	3	..	400	361	77	127	114	..	318	6	..	5	711	375	196	49	..	..	86	3	..	..	4	356	16	0
3569	*South*	P.	3	..	341	301	67	111	88	..	266	3	3	3	653	307	169	42	..	..	130	4	..	..	..	291	1	0
1738	Wellbraehead	P.	3	..	350	283	57	112	89	..	258	5	..	5	640	311	164	41	..	..	117	7	..	..	..	287	11	3
2451	West	P.	3	..	607	570	94	175	141	104	514	10	3	6	1388	692	327	82	..	..	273	..	..	..	14	725	17	5

Note.—The Dundee School Board have opened a Cripple and Invalid School (No. 6487)—Grant to run as from 1st July, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.													
															£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*cont.*																							
	FORFAR (Landward).			300																				
118	Kingsmuir	P.	5	..	135	89	10	32	35	4	81	1	..	1	240	104	53	13	..	..	68	..	3	..	96 19 3
4471	*Lunanhead*	P	5	..	147	51	11	25	36	..	72	2	..	.	229	78	40	10	4	..	100	..	..	..	79 10 6
	FOWLIS EASTER.			69																				
703	Fowlis Easter	P.	6	..	99	56	10	22	16	..	48	2	..	..	203	61	29	57	..	..	55	..	..	..	61 13 0
	FRIOCKHEIM § 67.			301																				
390	Friockheim	P.	6	..	320	213	58	74	46	16	194	3	2	..	448	208	109	28	..	..	98	..	10	..	227 10 6
	GLAMIS.			285																				
365	Glamis	P.	5	..	200	157	28	50	54	..	132	3	1	..	330	146	81	20	..	..	82	..	..	..	143 1 6
4520	Glen Ogilvy, The Milton	P.	5	..	68	31	6	5	14	..	25	1	..	..	110	36	20	5	..	..	54	..	1	..	27 13 9
	GLENISLA.			133																				
3556	Folda	P.	4	..	81	34	6	8	19	..	33	1	..	..	158	55	22	10	..	..	71	..	..	..	55 19 8
3174	Glenisla	P.	4	..	73	42	5	14	17	..	36	1	..	..	151	51	20	9	..	..	72	..	..	..	54 14 9
4145	Kilry	P.	4	..	81	68	16	28	14	..	53	1	1	..	206	65	29	14	..	..	98	..	..	..	70 15 0
	GUTHRIE.			50																				

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	INVERARITY.				178																						
42	Inverarity	P.	4	..	197	100	14	32	42	..	88	2	..	..	278	101	54	14	..	..	109	..	..	..	98	14	6
3235	Kirkbuddo	P.	4	..	91	46	5	14	20	..	39	1	..	..	129	54	24	6	..	..	44	..	..	..	53	6	0
	INVERKEILOR.				224																						
2990	Chapelton	P.	2	..	137	104	16	32	43	..	91	2	..	..	250	91	51	23	9	..	76	..	..	..	100	11	6
3197	Inverkeilor	P.	2	..	232	200	32	68	61	5	166	2	..	4	390	173	94	44	17	..	62	..	..	..	195	16	9
	KETTINS.				140																						
3210	Kettins	P.	6	..	178	103	14	32	47	..	93	2	..	..	285	101	72	13	..	..	99	..	..	..	102	16	3
	KINGOLDRUM.				67																						
788	Kingoldrum	P.	4	..	93	41	7	15	15	..	37	1	..	..	128	53	21	5	..	..	14	..	..	34	55	4	9
	KINNELL.				125																						
872	Kinnell	P.	2	..	147	112	13	34	43	..	90	2	..	..	241	91	54	23	..	..	73	..	..	..	99	6	3
	KINNETTLES.				61																						
3792	Kinnettles	P.	5	..	110	88	20	32	30	..	82	1	..	..	217	78	44	11	..	..	83	..	..	..	88	0	6
	KIRKDEN.				105																						
264	Kirkden	P.	5	..	127	41	8	11	15	2	36	1	..	..	191	54	24	46	..	..	63	3	..	..	51	16	9
	KIRRIEMUIR § 67.				1136																						
1045	*Carroch*	P.	3	..	60	31	4	8	16	..	28	1	..	..	91	44	16	8	..	..	23	..	..	..	46	4	0
328	Padanarum	P.	3	..	77	68	11	23	23	2	59	1	1	..	175	66	36	49	..	..	25	..	..	..	66	18	9
263	Reform Street	P.	1	..	406	392	78	123	149	..	350	6	1	3	365	397	261	50	..	..	157	..	..	..	397	5	9
584	*Roundyhill*	P	3	..	91	63	8	22	24	5	59	2	..	..	214	70	36	67	..	..	32	..	..	9	73	4	0
3651	Webster's Seminary	P.	6	..	416	386	57	125	165	..	347		2	5	429	327	75	53	..	..	..	..	..	..	664	8	0†
3651 H.G	Webster's Seminary H.G.	HGP	6	..	136	72	..	..	..	67	67	2	..	..	201	162	31	8	187	..	248	..	165	..	214	4	4
4705	Westmuir	P.	1	.	60	58	19	21	12	..	52		..	..	84	41	28	6	..	..	9	..	..	..	49	0	0
3246	St. Mary's	E.	1	..	180	118	24	29	51	..	104	1	3	..	283	124	58	39	..	35	..	..	..	..	113	6	9
	LIFF, BENVIE, &C.				303																						
3562	Liff	P.	4	..	140	106	12	36	42	5	95	2	1	..	275	109	59	15	..	..	188	..	2	3	117	2	0
2240	Muirhead of Liff	P.	4	..	163	134	28	47	38	9	122	2	1	..	270	146	70	17	..	..	134	..	3	..	147	4	9

† Grant for 17 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903-1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*contd.*																								
	LINTRATHEN.			130																					
3835	Backwater	P.	4	..	30	17	2	9	..	3	14	1	..	..	95	28	8		..	..	58	..	..	..	29 2 0
2998	Braes of Coull	P.	4	..	63	28	3	8	..	15	26	1	..	..	161	46	17	4	..	..	94	..	..	..	44 2 3
3903	Lintrathen	P.	4	..	101	88	13	31	..	37	81	2	..	..	232	88	43	11	..	..	90	..	..	..	98 19 3
	LOCHLEE.			59																					
2545	Lochlee	P.	4	..	91	49	5	13	..	21	39	1	..	..	191	60	26	6	..	..	99	..	..	..	65 3 0
	LOGIE-PERT.			208																					
3417	Craigo	P.	2	..	138	115	20	34	..	44	98	2	..	1	283	105	56	14	..	..	107	..	..	..	110 5 6
3280	Logie-Pert	P.	2	..	112	79	9	22	2	24	57	2	..	..	217	63	38	49	..	..	67	1	..	..	65 5 0
	LUNAN			62																					
3915	Lunan	P.	2	..	78	56	10	22	5	15	52	2	..	..	198	57	30	8	2	..	101	..	..	..	66 4 3
	LUNDIE.			49																					
778	Lundie	P.	6	..	108	50	14	16	..	12	42	1	..	..	209	60	29	7	..	..	111	..	..	1	54 1 0
	MAINS AND STRATHMARTINE.			873																					
3772	Downfield	P.	6	..	227	248	53	104	..	78	235	3	3	..	546	247	137	34	..	..	128	..	..	..	251 1 0
4477	Mains	P.	6	..	222	106	22	31	..	38	91	2	1	..	308	108	57	14	..	..	126	..	3	..	98 5 0
3660	Strathmartine	P.	6	..	150	109	26	45	..	35	106	2	1	..	275	106	60	55	..	..	53	..	2	..	113 6 9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School. £	Income of School derived from									Annual Grant paid at end of School Year, 1904–1905. £ s. d.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
	FORFAR—*cont.*																								
	PANBRIDE.			357																					
132	Muirdrum	P.	3	..	50	40	13	17	5	..	35	1	..	..	10	49	20	5	..	..	32	..	..	..	50 18 3
4064	Panbride	P.	3	..	309	247	36	54	98	10	198	4	..	4	562	250	123	31	..	..	116	..	33	..	238 12 6
	RESCOBIE.			110																					
3529	Rescobie	P.	3	..	61	30	6	10	10	..	26	1	..	..	180	34	13	3	..	..	129	..	..	..	33 0 6
	RUTHVEN.			20																					
182	Ruthven	P.	3	..	64	45	12	14	16	..	42	1	1	..	188	58	24	6	8	..	92	..	..	..	60 18 0
	STRACATHRO.			91																					
2151	Stracathro	P.	2	..	173	95	13	30	35	2	80	1	..	..	247	84	47	23	..	..	92	..	..	..	85 16 9
	TANNADICE.			242																					
3539	Burnside of Inshewan	P.	3	..	67	58	10	16	23	..	49	1	..	..	149	59	27	7	..	..	54	1	..	..	61 18 1
3952	Denside	P.	2	..	75	41	4	12	11	9	36	1	1	..	181	68	28	53	..	..	19	13	..	..	67 1 3
2536	Tannadice	P.	2	..	132	77	12	20	26	9	67	2	..	..	230	85	41	22	..	..	73	9	1	..	86 5 0
	TEALING.			133																					
378	Tealing	P.	6	..	138	111	21	35	41	..	97	3	..	..	323	105	56	14	..	..	148	..	..	..	109 1 0
	TOTAL			53495	57611	48240	8980	14758	15519	2531	41788	844	147	186	129311	50316	24743	7875	282	2587	37086	4663	1621	254	53450 4 10

HADDINGTON.

	ABERLADY.				169																						
2166	Aberlady	P.	4	..	206	141	31	41	55	..	127	2	.	..	318	142	80	20	..	..	77	..	..	..	140	9	3
	ATHELSTANEFORD.				92																						
988	Athelstaneford	P.	3	..	164	144	20	55	39	..	114	2	1	1	315	113	61	15	..	..	127	..	..	..	124	12	3
	BOLTON.				46																						
211	Bolton	P.	3	..	68	39	6	13	10	3	32	2	..	..	219	41	19	44	..	..	115	..	..	..	49	15	3
	DIRLETON.				357																						
235	Dirleton	P.	4	..	142	107	22	34	34	3	93	2	1	..	344	101	53	53	..	..	136	..	..	..	106	9	6
164	Gullane	P.	4	..	145	141	27	42	45	3	117	2	1	..	339	114	63	16	..	..	196	..	..	..	132	2	3
2787	Kingston	P.	4	..	138	82	12	20	31	..	63	2	..	..	253	65	36	59	..	..	98	..	..	..	70	13	9
	DUNBAR (Burgh).				709																						
2430	Dunbar (Burgh)	P.	6	..	688	525	124	155	190	..	469	8	3	3	1218	501	276	70	..	..	360	..	..	11	543	10	10
2430 H.G	Dunbar (Burgh), H.G.	HGP	6		90	55	..	..	..	48	48	2	..	..	39	125	24	6	80	..	120	..	40	1	190	14	5
	DUNBAR (Landward).				287																						
3367	Eastbarns	P.	2	..	106	81	13	27	30	..	70	1	1	..	217	79	38	11	88	..	..	1	..	..	76	7	0
240	Westbarns	P.	2	..	295	208	41	65	79	..	185	3	1	..	481	210	116	29	..	..	126	..	..	..	203	4	9
	GARVALD.				105																						
3719	Garvald	P.	3	..	125	79	14	24	20	1	59	2	..	..	214	70	39	10	..	..	96	..	..	..	66	2	0
	GLADSMUIR.				336																						
2266	Longniddry	P.	4	..	144	114	18	36	44	..	98	2	..	..	278	112	62	15	..	..	84	..	..	..	107	3	0
2441	Macmerry	P.	4	..	140	130	31	40	23	..	99	2	1	..	358	108	60	55	..	..	135	..	..	..	107	9	6
2791	Samuelston	P.	4	..	61	39	6	15	9	..	30	2	..	..	201	45	20	55	..	..	81	..	..	..	42	4	3
	HADDINGTON (Burgh).				861																						
923	Primary	P.	3	..	726	649	109	201	225	26	561	9	..	7	1461	650	313	78	..	..	348	..	..	72	697	5	1
4107	Roman Catholic	R.C.	3	..	165	129	23	38	50	..	111	1	1	2	270	130	69	34	..	27	..	6	2	..	125	18	6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses of Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 70).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£ s. d.
	HADDINGTON—*cont.*																							
	HUMBIE.			120																				
594	Humbie	P.	3	..	101	46	5	14	19	..	38	1	..	..	148	33	22	11	..	..	76	..	..	..	39 8 0
	INNERWICK.			153																				
1056	Innerwick		2	..	126	104	14	32	45	..	91	2	..	..	291	104	53	28	..	..	106	..	..	..	102 14 3
	MORHAM.			40																				
3882	Morham	P.	3	..	60	64	16	20	15	2	53	1	1	..	197	54	22	46	..	..	64	7	3	..	75 7 0
	NORTH BERWICK.			569																				
4076	Halfland Barns	P.	9	..	68	30	5	13	10	..	28	1	..	..	99	34	20	4	..	..	41	..	..	..	81 1 0
5222	¶ High (Elemy. Dept.)	P.	9	..	126	71	..	12	54	..	66	5	..	..	219	99	..	49	..	..	5	66	..	..	86 7 7
2776	North Berwick	P.	9	..	516	405	95	145	117	14	371	6	2	6	1278	453	230	48	..	..	542	..	..	5	461 19 1
	OLDHAMSTOCKS.			96																				
597	Oldhamstocks	P.	2	..	120	55	9	14	26	..	49	2	..	..	230	74	35	59	..	..	36	..	..	28	64 12 0
	ORMISTON.			268																				
3873	*Crossroads*	P.	3	..	153	83	9	30	26	..	65	1	1	..	237	74	41	10	..	..	112	..	..	..	72 17 0
4071	Ormiston	P.	4	..	227	196	42	61	52	6	161	2	2	..	401	170	94	24	..	..	104	..	..	..	170 3 6

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	PENCAITLAND.			194																							
2004	Pencaitland	P.	2	..	193	132	18	50	30	10	108	3	..	..	356	113	68	15	15	..	150	..	..	..	134	0	6
	PRESTONKIRK.			264																							
2750	East Linton	P.	4	..	404	234	31	56	98	..	180	4	8	..	606	223	116	29	5	..	429	..		5	200	17	3
	PRESTONPANS § 67.			799																							
4577	Prestonpans	P.	1	..	631	605	104	119	249	34	506	8	1	5	1300	695	332	90	138	..	26	..	20	..	625	9	9
6459	Prestonpans West	P.	1	..	240	237	35	110	12	..	207	2	3	1	448	..	131	24	14	..	273	..	..	..	294	3	4
	SALTON.			64																							
2544	Salton	P.	2	..	139	100	15	26	28	11	80	1	2	..	319	109	49	42	14	..	106	..	..	..	120	1	1
	SPOTT.			66																							
3681	Spott	P.	3	..	120	44	6	14	18	..	38	2	..	..	250	61	28	57	1	..	103	..	..	..	51	16	6
	STENTON.			91																							
3841	Stenton	P.	3	..	150	117	13	39	42	3	97	2	..	1	332	102	56	14	8	..	149	..	1	2	116	9	0
	TRANENT § 67.			1456																							
2873	Cockenzie	P.	1	..	429	436	125	123	134	9	391	6	1	5	720	389	247	44	..	..	40	..	..	..	438	4	6
3437	Elphinstone	P.	1	..	252	181	35	55	56	..	146	2	..	..	354	172	92	23	..	..	66	..	..	..	148	9	2
3888	Tranent	P.	1	..	842	804	155	232	249	41	677	11	2	9	1633	829	410	94	200	..	..	..	60	40	829	1	5
6471	St. Martin's	R.C.	12	..	168	134	21	40	47	..	108	1	1	..	204	..	..	..	..	70	..	1	..	..	75	15	8
	WHITEKIRK AND TYNINGHAME.			149																							
733	Tyninghame	P.	4	..	122	69	11	23	24	..	58	1	..	..	198	56	31	8	1	..	97	..	..	..	63	8	0
732	Whitekirk	P.	4	..	127	71	10	21	28	..	59	1	..	..	227	74	41	10	..	..	101	..	..	..	64	16	6
	WHITTINGHAME.			97																							
4960	*Kingside Combination*	P.	3	..	24	14	2	5	4	..	11	1	..	..	59	29	8	2	..	..	20	..	..	..	27	0	9
538	Whittinghame	P.	3	..	90	26	7	6	6	1	20	1	..	..	220	45	19	45	..	..	111	..	..	..	32	7	6
	YESTER.			126																							
2352	*Longyester*	P.	3	..	60	56	6	23	17	..	46	1	..	..	95	57	26	7	..	..	5	..	..	..	54	2	3
2967	Yester	P.	3	..	174	112	17	38	34	3	92	2	1	..	290	98	55	54	..	..	83	..	..	..	104	0	6
	TOTAL			7514	9065	7089	1353	2127	2324	218	6022	114	36	40	17828	6768	3540	1404	563	97	4941	80	126	165	7274	14	8

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
										Total.				£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—cont.																							
	DUNDEE (Burgh) § 67.			29697																				
2622	Ancrum Road	P.	10	..	777	858	202	265	228	32	727	16	2	1	2239	808	432	93	..	..	895	11	..	..	362 1 8
2491	Ann Street	P.	1	..	1230	1343	232	442	406	72	1152	24	2	1	3126	1369	704	156	..	..	863	34	..	1	1427 4 10
2442	Balfour Street	P.	12	..	903	782	162	270	231	31	694	19	1	3	2383	843	431	102	..	..	1000	8	..	..	842 18 4
4676	Blackness	P.	2	..	1242	1325	205	422	434	110	1171	24	1	5	3418	1536	729	183	..	..	951	18	..	..	1532 3 11
2219	Brown Street	P.	2	..	650	523	87	144	196	..	427	11	1	3	1503	485	239	64	..	..	694	17	..	4	495 5 10
3405	Butterburn	P.	11	..	1089	978	207	321	266	31	825	17	1	2	2626	982	512	108	..	..	1065	8	..	..	962 10 9
4855	Clepington	P.	9	..	1347	1258	221	439	375	32	1067	20	3	1	2757	1177	647	140	..	..	785	7	..	..	1231 2 1
4677	Cowgate	P.	12	..	915	788	134	258	248	..	640	15	..	3	2286	721	410	84	..	..	1001	70	..	..	715 10 6
4788	Deaf and Dumb	P.	9	..	..	..	1	8	14	..	23	..	..	..	..	..	..	..	..	..	..	..	..	..	189 11 3
2459	Dudhope	P.	1	..	858	778	144	251	240	45	680	16	3	1	2180	872	435	96	..	..	751	26	..	..	855 13 7
3467	Glebe Lands	P.	1	..	1339	1381	241	441	425	97	1204	25	1	2	3375	1457	710	165	..	..	1025	18	..	..	1550 3 5
629	¶Harris Academy	P.	6	..	449	471	63	156	202	..	421	12	..	4	1925	428	155	59	..	..	574	709	..	..	508 4 7
629 H.G	¶Harris Academy, H.G.	H.G.	6	..	637	577	..	..	3	533	536	15	1	..	4975	1738	192	72	..	..	1580	797	596	..	2151 0 1
		P.																						
2236	Hawkhill	P.	2	..	1855	1536	309	508	460	76	1353	31	1	2	3969	1530	786	196	..	..	1413	45	..	..	1671 12 3
1088	Hill Street	P.	11	..	984	1027	176	345	334	41	896	20	2	2	2888	1067	553	125	..	..	1111	32	..	..	1098 15 6
3374	Lochee, Liff Road	P.	11	..	969	988	186	262	285	74	807	19	..	2	2689	1060	509	108	..	..	765	34	213	..	1056 13 3
1920	Lochee, South Road	P.	11	..	394	385	54	103	149	..	306	8	..	..	1039	359	185	45	..	..	428	21	..	..	352 4 10
2208	Mitchell Street	P.	12	..	1240	787	185	288	229	26	678	14	4	2	2206	778	417	87	..	..	898	25	..	1	795 16 2
4678	¶Morgan Academy	P.	6	..	561	474	81	178	176	..	430	12	..	3	1896	453	176	66	..	..	454	747	..	..	487 5 0
4678 H.G	¶Morgan Academy, H.G.	H.G.	6	..	555	305	..	..	2	281	283	10	2	..	3887	1067	114	42	..	..	1405	409	349	..	1162 7 9
		P.																						
2029	Rosebank	P.	2	..	1380	1271	246	423	385	37	1091	22	1	2	2920	1269	641	164	..	..	822	24	..	..	1306 5 3
2626	St. Andrew's	P.	9	..	352	316	..	..	152	..	152	6	4	..	1092	258	112	31	..	..	669	31	..	..	212 0 3
21	Tay Street	P.	1	..	771	641	111	200	218	23	552	14	..	3	2357	602	350	79	..	..	1202	14	..	..	661 18 1
2368	Victoria Road	P.	2	..	853	935	171	282	299	47	799	21	..	2	2632	957	488	120	..	..	1026	42	..	..	985 9 11
3427	Wallace Town	P.	1	..	1069	1054	190	362	339	38	929	21	1	2	2798	1083	561	125	..	..	1009	20	..	..	1118 12 0
2174	Lochee	E.	9	..	200	95	18	36	41	..	95	2	..	..	254	102	54	28	..	25	..	4	..	17	104 9 9
3629	St. Martin's	E.	10	..	271	286	85	95	59	..	239	2	2	..	457	242	155	62	..	20	..	14	..	..	248 18 9
2796	St. Paul's	E.	10	..	432	439	101	159	132	..	392	3	4	2	533	427	160	113	..	123	..	..	..	..	480 2 6
2111	St. Salvador's	E.	10	..	858	878	144	305	272	6	727	10	2	2	1541	778	464	212	..	..	..	68	..	4	806 18 6
3571	Lochee, St. Mary's	R.C.	11	..	803	651	210	113	180	2	505	5	3	4	1236	546	327	147	8	191	..	16	..	..	550 1 0
4327	St. Andrew's, Boys'	R.C.	10	..	476	242	..	77	116	4	197	2	3	1	767	258	138	65	..	228	..	31	..	..	234 10 4

4708	St. Andrew's, Girls'	R.C.	10	..	884	818	247	64	110	11	441	5	4	4	1010	477	272	327	..	110	..	16	..	..	698	11	1
4025	St. Joseph's	R.C.	10	..	1109	980	229	267	271	28	505	11	6	9	2475	948	534	242	18	641	..	64	..	..	1046	17	8
2136	St. Mary's	R.C.	10	..	1652	1352	356	371	412	41	1180	15	7	5	2704	1207	702	317	17	410	..	57	..	..	1352	12	8
4760	St. Patrick's	R.C.	9	..	544	569	114	167	145	..	426	4	5	4	970	502	290	129	7	15	..	27	..	..	482	0	7
588	Deng Works (now closed)	..	9	..	372	141	..	..	130	..	130	3	1	..	798	135	86	50	..	472	..	..	..	..	209	5	8
5039	Dudhope Bank Deaf and Dumb Institution	..	9	..	..	..	2	4	12	..	18	..	..	..	..	..	..	..	..	..	..	..	..	..	98	0	0
4746	Institution for the Blind	..	9	..	..	..	2	2	17	..	21	..	..	..	..	..	..	..	..	..	..	..	..	..	115	18	9
1988	Seafield's Works, Half Time	..	9	..	181	58	..	..	52	..	52	1	1	..	217	73	24	19	..	101	..	..	..	..	64	9	9
4288	Ward Mills	..	6	..	314	224	..	..	119	..	119	3	2	..	475	172	91	75	..	137	..	..	..	..	164	12	6
	DUNDEE (Landward).			175																							
4164	Drumgeith	P.	4	..	202	235	40	77	75	21	213	4	..	..	565	228	119	30	..	..	184	..	4	..	255	17	3
	DUNNICHEN.			214																							
3108	Craichie	P.	5	..	100	66	13	20	25	2	60	1	1	..	215	77	37	49	..	..	45	6	..	..	77	17	9
2745	Letham	P.	5	..	248	149	28	56	42	8	134	2	1	2	369	159	88	21	..	..	96	9	..	..	162	6	6
	EASSIE AND NEVAY.			99																							
505	Eassie and Nevay	P.	6	..	127	92	10	31	38	..	79	2	..	..	230	82	45	11	..	..	141	..	..	..	87	9	0
	EDZELL.			145																							
154	Edzell	P.	2	..	220	157	24	40	58	9	131	2	1	..	333	152	85	38	..	..	57	..	..	..	155	19	6
187	Waterside	P.	4	..	60	14	3	4	6	..	13	1	..	..	53	23	5	1	..	..	23	..	..	..	28	6	0
	FARNELL.			111																							
4203	Farnell	P.	2	..	130	114	15	37	43	..	95	2	..	..	271	126	63	29	..	..	53	..	..	..	116	19	6
	FERN.			70																							
3126	Fern	P.	3	..	78	61	10	18	23	2	53	2	..	..	221	65	26	57	..	..	73	..	..	..	70	13	3
	FORFAR (Burgh) § 67.			2234																							
4502	¶Academy	P.	3	..	260	160	27	35	80	..	142	3	1	2	479	155	81	50	..	..	1	192	..	..	162	19	6
4504	East	P.	3	..	423	415	96	155	127	..	378	6	1	5	750	365	235	59	..	..	81	9	..	1	415	5	3
3789	North	P.	3	..	400	361	77	127	114	..	318	6	..	5	711	375	196	49	..	..	86	3	..	4	356	16	0
3569	*South*	P.	3	..	341	301	67	111	88	..	266	3	3	3	653	307	169	42	..	..	130	4	..	..	291	1	0
1738	Wellbraehead	P.	3	..	350	288	57	112	89	..	258	5	..	5	640	311	164	41	..	..	117	7	..	..	287	11	3
2451	West	P.	3	..	607	570	94	175	141	104	514	10	3	6	1388	602	327	82	..	..	273	..	..	14	725	17	5

Note.—The Dundee School Board have opened a Cripple and Invalid School (No. 6487)—Grant to run as from 1st July, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*cont.*																								
	FORFAR (Landward).			800																					
113	Kingsmuir	P.	5	..	135	89	10	32	35	4	81	1	..	1	240	104	53	13	..	..	68	..	3	..	96 19 3
4471	*Lunanhead*	P	5	..	147	81	11	25	36	..	72	2	..	.	232	78	40	10	4	..	100	..	..	..	79 10 6
	FOWLIS EASTER.			69																					
703	Fowlis Easter	P.	6	..	99	56	10	22	16	..	48	2	..	..	208	61	29	57	..	..	55	..	..	..	61 13 0
	FRIOCKHEIM § 67.			301																					
390	Friockheim	P.	6	..	320	213	58	74	46	16	194	3	2	..	448	208	109	28	..	..	98	..	10	..	227 10 6
	GLAMIS.			285																					
365	Glamis	P.	5	..	200	157	28	50	54	..	132	2	1	..	330	146	81	20	..	..	82	..	..	..	143 1 6
4520	Glen Ogilvy, The Milton	P.	5	..	68	31	6	5	14	..	25	1	..	..	116	36	20	5	..	..	54	..	1	..	27 12 9
	GLENISLA.			133																					
3556	Folda	P.	4	..	81	34	6	8	19	..	33	1	..	..	158	55	22	10	..	..	71	..	..	..	55 19 3
3174	Glenisla	P.	4	..	73	42	5	14	17	..	36	1	..	..	151	51	20	9	..	..	72	..	..	..	54 14 9
4145	Kilry	P.	4	..	81	63	16	23	14	..	53	1	1	..	206	65	29	14	..	..	98	..	..	..	70 15 0
	GUTHRIE.			50																					
40(1)	Guthrie																								

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	Inverarity.				178																						
42	Inverarity	P.	4	..	197	100	14	32	42	..	88	2	..	..	278	101	54	14	..	..	109	..	..	..	98	14	6
3235	Kirkbuddo	P.	4	..	91	46	5	14	20	..	89	1	..	..	129	54	24	6	..	..	44	..	..	..	53	6	0
	Inverkeilor.				224																						
2920	Chapelton	P.	2	..	137	104	16	33	43	..	91	2	..	..	250	91	51	23	9	..	76	..	..	..	100	11	6
3197	Inverkeilor	P.	2	..	232	200	32	68	61	5	166	2	..	4	390	173	94	44	17	..	62	..	..	..	195	16	9
	Kettins.				140																						
3210	Kettins	P.	6	..	178	103	14	32	47	..	93	2	..	..	285	101	72	13	..	..	99	..	..	..	102	16	3
	Kingoldrum.				67																						
788	Kingoldrum	P.	4	..	93	41	7	15	15	..	37	1	..	..	128	53	21	5	..	..	14	..	..	34	55	4	9
	Kinnell.				125																						
872	Kinnell	P.	2	..	147	112	13	34	43	..	90	2	..	..	241	91	54	23	..	..	73	..	..	..	99	6	3
	Kinnettles.				61																						
3792	Kinnettles	P.	5	..	110	88	20	32	30	..	82	1	..	..	217	73	44	11	..	..	88	..	..	..	88	0	6
	Kirkden.				105																						
264	Kirkden	P.	5	..	127	41	8	11	15	2	36	1	..	..	191	54	24	46	..	..	63	3	..	..	51	16	9
	Kirriemuir § 67.				1136																						
1045	*Carroch*	P.	3	..	60	31	4	8	16	..	28	1	..	..	91	44	16	8	..	..	23	..	..	..	46	4	0
328	Padanarum	P.	3	..	77	68	11	23	23	2	59	1	1	..	175	66	36	49	..	..	25	..	..	..	66	18	9
263	Reform Street	P.	1	..	406	392	78	125	149	..	350	6	1	3	365	397	261	50	..	..	157	..	..	..	397	5	9
284	*Roundyhill*	P.	3	..	91	63	8	22	24	5	59	2	..	..	214	70	36	67	..	..	32	..	..	9	73	4	0
3651	Webster's Seminary	P.	6	..	416	386	57	125	165	..	347		2	5	429	327	75	53	..	..	..	..	..	..	664	8	0†
3651 H.G.	Webster's Seminary H.G.	HGP	6	..	136	72	..	..	..	67	67	2	..	..	201	162	31	8	187	..	248	..	165	..	214	4	4
4705	Westmuir	P.	1	.	60	58	19	21	12	..	52		..	..	84	41	28	6	..	..	9	..	..	..	49	0	0
3246	St. Mary's	E.	1	..	180	118	24	29	51	..	104	1	3	..	283	124	58	39	..	35	..	..	..	..	113	6	9
	Liff, Benvie, &c.				303																						
3562	Liff	P.	4	..	140	106	12	36	42	5	95	2	1	..	275	109	59	15	..	..	188	..	2	3	117	2	0
2240	Muirhead of Liff	P.	4	..	163	134	23	47	33	9	122	2	1	..	370	146	70	17	..	..	134	..	3	..	147	4	9

† Grant for 17 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*contd.*																								
	LINTRATHEN.			130																					
3835	Backwater	P.	4	..	30	17	2	9	..	3	14	1	..	..	95	28	8		..	..	58	..	..	..	29 2 0
2998	Braes of Coull	P.	4	..	63	28	3	8	..	15	26	1	..	..	161	46	17	4	..	..	94	..	..	..	44 2 3
3909	Lintrathen	P.	4	..	101	88	13	31	..	37	81	2	..	..	232	88	43	11	..	..	90	..	..	..	99 19 3
	LOCHLEE.			59																					
2545	Lochlee	P.	4	..	91	49	5	13	..	21	39	1	..	..	191	60	26	6	..	..	99	..	..	..	65 3 0
	LOGIE-PERT.			208																					
3417	Craigo	P.	2	..	138	115	20	34	..	44	98	2	..	1	283	105	56	14	..	..	107	..	..	..	110 5 6
3280	Logie-Pert	P.	2	..	112	79	9	22	2	24	57	2	..	..	217	63	38	49	..	..	67	1	..	..	65 5 0
	LUNAN			62																					
3915	Lunan	P.	2	..	78	56	10	22	5	15	52	2	..	..	198	57	30	8	2	..	101	..	..	..	66 4 3
	LUNDIE.			49																					
778	Lundie	P.	6	..	108	50	14	16	..	12	42	1	..	..	209	60	29	7	..	..	111	..	..	1	54 1 0
	MAINS AND STRATHMARTINE.			873																					
3772	Downfield	P.	6	..	227	248	52	104	..	78	235	3	3	..	546	247	137	34	..	..	128	..	..	..	251 1 0
4477	Mains	P.	6	..	222	106	22	31	..	38	91	2	1	..	308	108	57	14	..	..	126	..	..	..	68 5 0
3660	Strathmartine	P.	6	..	150	109	26	45	..	35	106	2	1	..	275	106	60	55	..	..	53	..	2	..	113 0 9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from. Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903–1904. £ s. d.
	FORFAR—*cont.*																								
	PANBRIDE.			357																					
132	Muirdrum	P.	3	..	50	40	13	17	5	..	35	1	..	..	10	49	20	5	..	..	32	..	..	..	40 18 8
4064	Panbride	P.	3	..	309	247	36	54	98	10	198	4	..	4	562	259	123	31	..	..	116	..	33	..	283 11 6
	RESCOBIE.			110																					
3529	Rescobie	P.	3	..	61	30	6	10	10	..	26	1	..	..	180	84	13	3	..	..	130	..	..	..	33 0 6
	RUTHVEN.			20																					
182	Ruthven	P.	3	..	64	45	12	14	16	..	42	1	1	..	188	58	24	6	8	..	92	..	..	..	60 18 0
	STRACATHRO.			91																					
2151	Stracathro	P.	2	..	173	95	13	30	35	2	80	1	..	..	247	84	47	23	..	..	93	..	..	..	85 16 9
	TANNADICE.			242																					
3539	Burnside of Inshewan	P.	3	..	67	58	10	16	23	..	49	1	..	..	140	59	27	7	..	..	54	1	..	..	61 18 1
3952	Denside	P.	2	..	75	41	4	12	11	9	36	1	1	..	181	68	28	58	..	..	10	18	..	..	67 1 8
2536	Tannadice	P.	2	..	132	77	12	20	26	9	67	2	..	..	230	85	41	23	..	..	73	9	1	..	85 3 0
	TEALING.			133																					
378	Tealing	P.	6	..	138	111	21	35	41	..	97	3	..	..	323	105	56	14	..	..	148	..	..	..	109 1 0
	TOTAL			53495	57611	46240	8980	14758	15519	2531	41788	844	147	186	129311	50816	24743	7875	282	2587	37036	4668	1624	884	58450 4 10

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HADDINGTON.

	ABERLADY.			169																						
2168	Aberlady	P.	4	..	206	141	31	41	55	..	127	2	.	..	318	142	80	20	..	..	77	..	..	..	140	9	3
	ATHELSTANEFORD.			92																						
958	Athelstaneford	P.	3	..	164	144	20	55	39	..	114	2	1	1	315	113	61	15	..	..	127	..	..	..	124	12	3
	BOLTON.			46																						
211	Bolton	P.	3	..	68	39	6	13	10	3	32	2	..	..	219	41	19	44	..	..	115	..	..	..	49	15	3
	DIRLETON.			357																						
235	Dirleton	P.	4	..	142	107	22	34	34	3	93	2	1	..	344	101	53	53	..	..	136	..	..	..	106	9	6
164	Gullane	P.	4	..	145	141	27	42	45	3	117	2	1	..	389	114	68	16	..	..	196	..	..	..	132	2	3
2787	Kingston	P.	4	..	138	82	12	20	31	..	63	2	..	..	253	65	36	59	..	..	98	..	..	..	70	18	9
	DUNBAR (Burgh).			709																						
2480	Dunbar (Burgh)	P.	6	..	688	525	124	155	190	..	469	8	8	3	1218	501	276	70	..	..	360	..	..	11	543	10	10
2480 H.G	Dunbar (Burgh), H.G.	HGP	6		90	55	..	..	..	48	48	2	..	..	89	125	24	6	80	..	120	..	40	1	190	14	5
	DUNBAR (Landward).			287																						
3767	Eastbarns	P.	2	..	106	81	13	27	30	..	70	1	1	..	217	79	38	11	88	..	..	1	..	..	76	7	0
240	Westbarns	P.	2	..	295	208	41	65	79	..	185	3	1	..	481	210	116	29	..	..	126	..	..	..	203	4	9
	GARVALD.			105																						
3719	Garvald	P.	3	..	125	79	14	24	20	1	59	2	..	..	214	70	39	10	..	..	96	..	..	..	66	2	0
	GLADSMUIR.			336																						
2266	Longmiddry	P.	4	..	144	114	18	36	44	..	98	2	..	..	278	112	62	15	..	..	84	..	..	..	107	3	0
3441	Macmerry	P.	4	..	140	130	31	40	23	..	99	2	1	..	358	108	60	55	..	..	135	..	..	..	107	9	6
3791	Samuelston	P.	4	..	61	39	6	15	9	..	30	2	..	..	201	45	20	55	..	..	81	..	..	..	42	4	3
	HADDINGTON (Burgh).			861																						
923	Primary	P.	3	..	726	649	109	201	225	26	561	9	..	7	1461	650	313	78	..	..	348	..	..	72	697	5	1
4107	Roman Catholic	R.C.	3	..	165	129	23	38	50	..	111	1	1	2	270	130	69	34	..	27	..	6	2	..	125	18	6

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List of Schools aided from Parliamentary Grant—Continued.

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1894–1895.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1893–1894.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
	HADDINGTON—*cont.*														£	£	£	£	£	£	£	£	£	£ s. d.
	HUMBIE.			120																				
594	Humbie	P.	3	..	101	46	5	14	19	..	38	1	..	..	148	33	22	11	..	..	76	..	..	..	89 8 0
	INNERWICK.			153																				
1056	Innerwick		2	..	126	104	14	32	45	..	91	2	..	..	291	104	53	28	..	..	106	..	..	..	102 14 8
	MORHAM.			40																				
3882	Morham	P.	3	..	60	64	16	20	15	2	53	1	1	..	197	54	22	46	..	..	64	7	3	..	75 7 0
	NORTH BERWICK.			569																				
4076	Halfland Barns	P.	9	..	68	30	5	13	10	..	28	1	..	..	99	34	20	4	..	..	41	..	..	..	31 1 0
5222	¶High (Elemy. Dept.)	P.	9	..	126	71	..	12	54	..	66	5	..	..	219	99	..	49	..	..	5	66	..	..	86 7 7
2776	North Berwick	P.	9	..	516	405	96	145	117	14	371	6	2	6	1278	453	230	48	..	..	542	..	..	5	461 19 1
	OLDHAMSTOCKS.			96																				
597	Oldhamstocks	P.	2	..	120	55	9	14	26	..	49	2	..	..	230	74	35	59	..	..	36	..	..	28	64 18 0
	ORMISTON.			268																				
3873	*Crossroads*	P.	3	..	153	88	9	30	26	..	65	1	1	..	237	74	41	10	..	..	112	..	..	..	73 17 0
4071	Ormiston	P.	4	..	227	196	42	61	52	6	161	2	2	..	401	170	94	24	..	..	104	..	..	..	170 3 6

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	PENCAITLAND.				194																						
2004	Pencaitland	P.	2	..	193	132	18	50	30	10	108	3	..	..	356	113	63	15	15	..	150	..	..	..	134	0	6
	PRESTONKIRK.				264																						
2750	East Linton	P.	4	..	404	234	31	56	98	..	180	4	8	..	606	223	116	29	5	..	429	..	..	5	200	17	8
	PRESTONPANS § 67.				799																						
4577	Prestonpans	P.	1	..	631	605	104	119	249	34	506	8	1	5	1300	695	332	90	138	..	26	..	20	..	625	9	9
6459	Prestonpans West	P.	1	..	240	237	85	110	12	..	207	2	8	1	443	..	131	24	14	..	278	..	..	..	294	3	4
	SALTON.				64																						
2544	Salton	P.	2	..	139	100	15	26	28	11	80	1	2	..	319	109	49	42	14	..	106	..	..	..	120	1	1
	SPOTT.				66																						
3681	Spott	P.	3	..	120	44	6	14	13	..	33	2	..	..	250	61	28	57	1	..	103	..	..	..	51	16	6
	STENTON.				91																						
3841	Stenton	P.	3	..	150	117	13	39	42	3	97	2	..	1	332	102	56	14	8	..	149	..	1	2	116	9	0
	TRANENT § 67.				1456																						
2373	Cockenzie	P.	1	..	429	436	125	123	134	9	391	6	1	5	720	389	247	44	..	..	40	..	..	..	438	4	6
3437	Elphinstone	P.	1	..	252	181	35	55	56	..	146	2	..	..	354	172	92	23	..	..	66	..	..	..	148	9	2
3388	Tranent	P.	1	..	842	804	155	232	249	41	677	11	2	9	1633	829	410	94	200	..	..	..	60	40	829	1	5
6471	St. Martin's	R.C.	12	..	168	134	21	40	47	..	108	1	1	..	204	..	..	..	..	70	..	1	..	..	75	15	8
	WHITEKIRK AND TYNINGHAME.				149																						
733	Tyninghame	P.	4	..	122	69	11	23	24	..	58	1	..	..	198	56	31	8	1	..	97	..	..	..	63	8	0
732	Whitekirk	P.	4	..	127	71	10	21	28	..	59	1	..	..	227	74	41	10	..	..	101	..	..	..	64	16	6
	WHITTINGHAME.				97																						
4860	*Kingside Combination*	P.	3	..	24	14	2	5	4	..	11	1	..	..	59	29	8	2	..	..	20	..	..	..	27	0	9
538	Whittinghame	P.	3	..	90	26	7	6	6	1	20	1	..	..	220	45	19	45	..	..	111	..	..	..	32	7	6
	YESTER.				126																						
2352	*Longyester*	P.	3	..	60	56	6	23	17	..	46	1	..	..	95	57	26	7	..	..	5	..	..	..	54	2	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from								Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1904–1905.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS.																						
	Abernethy and Kincardine.			246																			
4262	Abernethy	P.	4	..	256	121	17	40	39	3	98	2	..	1	293	183	72	18	21	..	..	..	..	..	141 10 6
591	Dorback	P.	4	..	40	27	4	7	12	..	23	1	..	..	66	33	11	3	..	..	10	..	..	..	44 19 6
1752	Glenbrown and Glenlochy	P.	4	..	42	26	2	6	17	..	25	1	..	..	64	43	14	4	..	..	..	..	..	..	43 18 9
3988	Tulloch	P.	4	..	84	39	3	12	18	..	33	1	..	..	85	54	17	5	..	..	8	..	..	..	..
	Alvie.			81																			
4305	Alvie	P.	4	..	118	51	4	17	22	2	45	1	1	..	128	73	27	47	..	..	73	..	8	..	79 8 0
1357	Laggan	P.	4	..	53	20	4	7	5	..	16	1	..	..	74	33	10	2	..	..	27	..	..	..	24 9 3
4809	Lynwilg	P.	4	..	22	14	4	6	3	..	13	1	..	..	65	31	8	2	..	..	24	..	..	..	31 4 3
	Ardersier.			227																			
2748	Ardersier	P.	11	..	220	180	43	58	57	9	162	2	2	1	392	209	102	22	..	..	60	..	..	..	221 10 1
	Arisaig and Moidart.			170																			
34	Glenfinnan	P.	6	..	80	15	3	5	4	..	12	1	..	..	105	29	11	3	..	..	68	..	..	..	38 3 0
661	Glenuig	P.	6	..	40	30	5	9	13	2	29	1	..	..	135	99	25	49	..	..	161	..	..	..	100 11 0
4227	Arisaig	C.S.	6	..	68	23	5	5	7	4	21	1	1	..	75	19	8	4	..	307	..	1	..	..	82 0 3
1387	Arisaig	R.C.	6	..	114	80	6	24	46	5	81	1	..	2	184	108	58	22	..	..	..	..	..	..	..

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	Barra.				592																				
6417	Brevig	P.	4	..	60	58	16	27	10	..	53	1	..	..	115	69	32	8	..	..	5	..	..	..	65 18 0
600	Castlebay	P.	4	..	240	217	29	50	98	5	186	2	2	..	392	229	98	24	..	..	41	..	..	..	250 1 3
868	Craigston	P.	4	..	93	116	15	24	51	5	105	1	1	1	239	131	50	15	..	..	35	..	..	..	147 11 3
1382	Mingiay	P.	4	..	37	26	8	6	11	..	25	p	..	..	101	44	13	3	..	..	41	..	..	..	46 14 3
1059	Northbay	P.	4	..	168	148	14	43	68	3	128	2	..	1	319	171	79	20	..	..	48	..	..	..	182 7 6
	Boleskine and Abertarff.				291																				
604	Boleskine	P.	3	..	97	75	9	14	35	5	63	1	1	..	198	97	41	20	..	..	26	10	..	..	88 16 3
2575	Fort Augustus	P.	3	..	160	74	10	19	24	7	60	1	..	..	217	88	37	58	..	..	20	4	..	..	86 0 6
6387	Foyers	P.	3	..	51	68	35	19	5	..	59	p	..	..	99	44	22	11	..	..	18	3	..	..	69 13 3
1704	Knockchollum	P.	3	..	40	22	2	4	10	—	16	p	..	..	77	35	9	4	..	..	28	1	..	..	33 8 0
4707	Fort Augustus	R.C.	3	..	67	34	7	9	9	3	28	1	..	..	118	48	20	10	20	19	..	..	.	..	39 3 3
1074	Whitebridge	R.C.	3	..	67	12	3	3	5	..	11	1	..	..	30	..	7	2	..	20	..	..	..	..	24 11 11
	Bracadale.				165																				
3967	Carbost	P.	5	..	70	47	2	11	13	5	31	1	..	..	152	78	30	8	..	..	37	..	..	..	59 8 0
137	Struan	P.	5	..	100	59	4	12	26	4	46	1	..	..	140	82	28	7	..	..	22	..	..	..	81 19 6
1601	*Soay	P.	5	..	25	8	1	2	2	..	5	1	..	..	65	..	4	..	..	..	61	..	..	..	Withheld.
	Croy and Dalcross.				238																				
4748	Balcroy	P.	12	..	44	23	3	5	11	..	19	p	..	..	56	23	13	3	..	..	17	..	..	..	19 16 0
210	Clava	P.	12	..	113	55	7	17	20	2	46	1	..	1	158	77	27	7	..	..	47	..	..	..	77 2 6
2918	Croy	P.	12	..	197	112	10	32	46	6	94	1	..	2	253	132	56	13	..	..	83	..	..	..	138 9 0
	Daviot and Dunlichty.				190																				
4704	Brin	P.	1	..	88	45	4	12	22	1	39	1	1	..	191	61	23	44	..	..	64	..	..	..	67 14 6
1190	Daviot	P.	1	..	80	32	4	9	9	4	26	1	..	..	148	54	15	5	..	..	74	..	..	..	43 7 3
1604	Dunmaglass	P.	1	..	50	32	2	8	17	..	27	1	..	..	98	46	13	3	..	..	31	..	..	..	50 19 9
2238	Farr	P.	1	..	90	30	7	7	9	3	26	1	..	..	137	48	15	4	..	..	70	..	..	..	51 12 3
	Dores.				172																				
3824	Aldourie	P.	1	..	125	56	6	19	17	4	46	1	..	.	192	75	28	6	..	..	32	..	..	..	79 8 3
5657	Bunachton	P.	1	..	21	17	1	3	5	3	12	1	..	..	111	31	8	2	..	..	69	..	..	..	28 18 0
4167	Bunchrubin	P.	1	..	80	20	3	5	5	3	16	1	..	..	99	43	13	3	..	..	40	..	..	..	39 2 3
3871	Stratherrick	P.	1	..	110	70	6	15	29	9	59	1	1	.	220	99	36	8	..	..	77	..	..	..	103 9 3

* Now a Side School under Art. 19 D. (*a*).

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903-1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS—*cont.*																							
	DUIRINISH § 67.			612																				
1731	Borreraig	P.	6	..	75	31	2	7	17	.. 26	1	..	..	115	47	16	4	..	..	47	..	2	..	49 14 3
1619	Borrodale	P.	6	..	170	135	9	44	49	7 109	1	1	1	235	149	67	17	..	..	2	..	..	1	156 0 9
3030	Colbost	P.	6	..	81	35	2	15	9	5 31	1	..	1	132	60	19	5	..	..	48	..	..	..	62 3 3
3098	Dunvegan	P.	6	..	98	61	12	10	14	13 49	2	..	1	265	85	27	57	..	..	95	..	..	1	102 1 6
2956	Edinbane	P.	6	..	*131*	*60*	*2*	*15*	*25*	*1 43*	*2*	..	..	*182*	*70*	*29*	*7*	..	..	*76*	..	..	..	*66 15 6*
1767	Knockbreck	P.	6	..	102	72	8	24	29	6 67	1	..	..	174	96	40	10	..	..	22	..	..	5	94 12 9
1490	Lochbay	P.	6	..	90	51	5	15	18	.. 38	1	..	..	125	54	23	6	..	..	39	1	..	2	55 0 0
1618	Vattin Bridge	P.	6	..	140	80	10	23	21	11 65	1	1	1	205	98	37	9	..	..	63	..	..	2	101 2 3
	DUTHIL AND ROTHIEMURCHUS.			355																				
1218	Deshar	P.	4	..	128	59	11	17	21	4 53	1	1	..	211	84	34	49	..	..	44	..	..	..	83 12 3
3099	Dulnain Bridge	P.	4	..	153	94	9	22	40	9 80	1	1	1	220	126	48	12	..	..	34	..	..	..	123 9 0
821	Duthil	P.	4	..	124	92	8	26	24	14 72	1	1	..	236	123	46	13	22	..	27	..	..	..	126 3 0
3613	Rothiemurchus	P.	4	..	144	91	11	25	33	7 76	2	..	..	203	108	44	11	..	..	40	..	..	..	109 0 3
	GLENELG.			234																				
1402	Arnisdale	P.	6	..	46	32	2	11	13	1 27	1	..	..	131	59	22	5	..	..	45	..	..	..	61 4 0
1896	Bracara	P.	6	..	36	14	1	6	6	.. 13	1	..	..	81	37	8	3	..	..	31	..	..	1	40 0 6
1351	Glasnacardoch	P.	6	..	60	33	17	24	28	1 70	1	..	..	172	82	37	9	..	..	43	..	..	..	85 15 9
744	Glenelg District	P.	6	..	68	40	4	13	10	5 32	1	..	1	171	66	28	6	..	..	78	..	..	..	65 15 0
745	Inverie	P.	6	..	43	15	2	4	7	1 14	1	..	..	139	63	20	5	..	..	52	..	..	1	57 17 0
	GLENGARRY.			125																				
4636	Aberchalder	P.	3	..	35	21	..	6	11	.. 17	1	..	..	49	38	11	3	..	..	..	..	..	..	37 18 3
2840	Invergarry	P.	3	..	111	39	5	11	17	3 36	1	..	..	210	95	43	11	..	..	70	..	..	..	66 12 3

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	HARRIS § 67.			1062																					
1804	Bernera	P.	4	..	116	97	8	27	47	..	82	1	1	1	208	108	47	12	..	..	40	..	..	1	110 3 9
1805	Drinishader	P.	4	..	105	60	6	18	23	1	48	1	..	..	93	62	26	6	..	..	..	..	..	..	68 5 0
1061	Finsbay	P.	4	..	52	34	...	13	12	..	25	1	..	..	156	46	16	4	..	..	90	..	..	..	45 14 6
1806	Kyles Scalpay	P.	4	..	71	78	11	22	27	2	62	1	1	..	186	100	40	12	..	..	34	..	..	..	102 8 3
1847	Kyles Stockinish	P.	4	..	125	92	14	25	35	3	77	1	..	1	164	106	42	11	..	..	6	..	..	..	115 6 9
1807	Manish	P.	4	..	95	79	7	29	24	5	65	1	..	1	244	99	39	10	..	..	96	..	..	..	102 19 11
3333	Obbe	P.	4	..	85	58	3	18	22	..	43	1	..	..	186	95	42	11	..	..	38	..	..	..	84 2 6
1850	Scalpay	P.	4	..	125	120	10	33	49	7	99	1	..	1	204	134	59	15	..	..	..	..	..	..	140 11 3
1846	Scarp	P.	4	..	39	31	10	8	6	2	26	1	..	1	106	51	16	4	..	..	36	..	..	..	60 1 6
1808	Scarista	P.	4	..	42	25	..	5	14	..	19	p	..	..	117	56	24	7	..	..	31	..	..	..	54 16 9
1090	Tarbert, Sir E. Scott	P.	4	..	170	131	8	46	47	8	109	1	1	1	357	188	70	17	..	50	81	..	..	..	173 8 5
	INSH.			52																					
809	Insh	P.	4	..	88	28	3	8	12	2	25	1	1	..	198	45	12	4	34	..	104	..	..	..	51 18 0
	INVERNESS (Burgh).			3859																					
2812	Central	P.	10	..	1449	759	110	243	287	..	640	12	3	5	1770	811	426	97	..	..	445	..	..	..	776 13 3
4298	Clachnaharry	P.	10	..	150	83	21	26	30	..	77	1	1	..	236	76	40	10	..	..	110	..	..	..	84 6 2
2118	Farraline Park	P.	10	..	926	626	109	201	220	..	530	10	1	5	1575	718	387	75	..	..	414	..	..	..	622 9 7
2105	High (Elementary Dept.)	P.	6	..	1008	982	157	263	380	..	800	14	5	7	2149	1030	512	113	..	..	494	..	..	..	1735 8 8*
2105 H.G	† High, H. G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3916	High (Secondary Dept.)	P.	10	..	228	237	..	..	2	188	190	6	..	..	1170	411	97	16	..	..	496	..	150	..	917 15 9*
4086	Merkinch	P.	10	..	949	767	118	238	288	..	644	14	..	5	1727	794	413	86	..	..	431	3	..	..	756 6 0
4217	Cathedral, Boys	E.	10	..	150	69	5	14	35	..	54	2	..	..	217	78	26	18	..	96	..	..	..	..	64 15 9
3860	The Bishop's	E.	10	..	200	185	49	58	48	1	156	4	1	1	385	174	92	46	..	60	..	6	..	3	175 7 0
4276	Roman Catholic	R. C.	10	..	235	115	23	30	37	1	91	1	1	..	248	95	36	33	..	59	..	11	..	..	102 7 3
6437	The Convent (R.C.)	R. C.	10	..	100	64	13	18	22	1	54	1	..	..	167	62	33	17	..	100	..	20	..	..	61 19 6
6118	Northern Counties' Institution for the Blind	..	10	..	..	..	..	..	5	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..	25 16 3
	INVERNESS (Landward).			975																					
986	Abriachan	P.	12	..	100	74	8	21	32	3	64	1	..	..	228	102	39	8	..	..	78	..	..	..	103 18 2
968	Culcabock	P.	12	..	136	96	15	35	29	..	79	2	1	..	254	85	44	58	..	..	67	..	..	..	91 14 11
2691	Culduthel	P.	12	..	122	75	5	23	31	3	62	2	1	..	274	105	46	50	..	..	73	..	..	..	89 19 8
3056	Culloden	P.	12	..	136	85	14	29	32	2	77	2	1	..	277	104	47	52	..	..	73	..	..	..	102 14 6
2205	Dochgarroch	P.	12	..	122	52	6	15	20	6	47	1	1	..	236	76	28	46	..	..	86	..	..	..	82 0 3
4914	Leachkin	P.	12	..	128	87	19	25	24	7	75	3	..	..	288	106	48	50	..	..	85	..	..	..	110 5 1
2820	Nairnside	P.	12	..	89	61	14	14	17	..	45	1	1	..	203	57	25	46	..	..	75	..	..	..	66 18 0
5480	The Highland Orphanage	..	11	..	100	60	8	16	27	7	58	1	..	..	127	80		16	..	..	..	..	..	..	88 0 1

† New School—Grant to run as from 1st August, 1905.

* Grant for 21 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS—*cont.*																								
	KILMALLIE.			679																					
1210	Banavie	P.	1	..	124	81	12	24	29	2	67	2	..	..	358	106	57	12	..	..	181	..	..	2	123 19 7
3217	Fort William	P.	6	..	290	229	39	80	81	3	203	4	..	3	761	325	137	34	..	..	248	..	12	5	314 5 10
3217 H.G.	Fort William, H.G.	H.G.	6	..	109	77	..	..	..	65	65	3	..	..	530	171	34	8	60	..	257	..	..	..	312 16 3
		P.																							
1509	Kinlochell March	P.	1	..	40	15	3	6	4	..	13	1	..	..	65	32	8	2	..	..	24	..	1	..	31 10 0
4127	Onich	P.	1	..	70	41	2	9	24	..	35	1	..	..	166	73	27	7	26	..	33	..	..	..	63 18 6
3536	North Ballachulish, St. Bride's	E.	1	..	60	28	8	7	10	..	25	1	..	..	116	47	18	6	..	45	..	..	..	..	45 4 0
4233	Fort William	R. C.	1	..	123	113	15	39	45	3	102	1	1	..	227	132	64	25	..	..	..	7	..	..	127 10 3
	KILMONIVAIG.			219																					
2692	Kilmonivaig	P.	1	..	90	45	4	11	19	6	40	2	..	..	210	114	26	56	..	..	18	..	..	..	116 14 10
4124	Roy Bridge	P.	1	..	92	62	2	21	27	4	54	1	1	..	180	94	33	43	..	..	1	3	..	..	99 17 6
6005	Tulloch	P.	1	..	27	20	4	5	10	..	19	1	..	..	82	34	9	2	..	..	33	..	..	..	45 5 6
	KILMORACK.			366																					
2917	Beauly	P.	11	..	250	182	16	49	74	12	151	4	..	2	616	265	99	21	..	..	147	25	52	7	250 8 1
1578	Teanassie	P.	3	..	110	101	5	29	47	7	88	2	..	1	225	122	51	13	..	..	33	..	..	2	128 17 3
2961	Beauly	R. C.	11	..	90	48	3	11	25	..	39	1	..	..	139	58	28	12	20	13	..	..	..	..	54 15 9
899	Marydale	R. C.	3	..	68	19	5	5	8	..	18	1	..	..	75	33	8	7	7	21	..	..	..	..	37 19 6
	KILMUIR & 67.			185																					
603	Kilmaluag	P.	6	..	70	62	11	13	23	..	47	1	1	..	160	69	23	7	..	..	65	..	..	..	69 4 9
344	Kilmuir	P.	6	..	120	98	8	30	31	7	76	1	1	2	246	114	48	12	..	..	72	1	..	..	111 0 9

	KILTARLITY.				447																								
3817	Culburnie		P.	3	..	90	84	16	25	26	10	77	1	..	1	186	117		12	..	..	10	..	..	..	114	10	0
3579	Glenconvinth		P.	3	..	81	78	12	20	30	5	67	1	..	1	170	87	39	10	..	..	34	..	..	..	107	16	6
674	Guisachan		P.	3	..	200	32	4	9	14	1	28	1	..	1	165	62	22	5	..	..	76	..	..	..	52	16	0
681	Struy		P.	3	..	66	37	7	13	13	..	33	1	1	..	150	57	17	6	..	..	71	..	..	..	60	16	3
2902	Tomnacross		P.	3	..	159	135	10	34	66	8	118	3	..	1	284	172	74	19	..	..	19	..	..	..	167	6	8
3122	Eskadale		R. C.	3	..	84	46	3	12	26	..	41	1	..	..	157	65	22	11	30	..	..	6	..	..	69	13	6
	KINGUSSIE.				329																								
1558	Dalwhinnie		P.	1	..	40	28	4	6	14	..	24	1	..	..	86	41	12	3	..	..	30	..	..	..	44	16	0
3605	Kingussie		P.	6	..	269	226	45	66	72	..	183	3	..	2	281	247	56	26	60	..	..	..	..	..	250	2	8
3605 H.G.	Kingussie, H.G.		H.G.	6	..	143	80	..	..	..	71	71	3	..	..	518	250	47	12	..	..	160	..	50	..	277	11	11
3859	Newtonmore		P.	1	..	159	96	21	33	25	3	82	2	1	..	261	109	52	52	..	..	48	..	.	..	104	0	6
	KIRKHILL.				257																								
295	Inchmore		P.	12	..	163	126	17	41	39	6	103	2	1	1	272	135	64	12	..	..	60	..	1	..	145	9	7
1378	Kirkton		P.	12	..	60	61	10	21	18	2	51	1	1	..	141	85	33	47	..	..	..	..	..	..	82	15	0
322	Knockbain		P.	12	..	76	70	6	23	27	2	58	1	1	1	191	66	30	7	..	..	88	..	..	..	79	7	9
	LAGGAN.				130																								
15	Gergask		P.	4	..	117	62	5	17	22	8	52	2	..	..	341	102	32	58	..	..	149	..	..	..	103	18	9
16	Glentruim		P.	4	..	36	35	2	13	7	8	30	1	..	..	135	63	19	5	..	..	48	..	..	..	64	0	9
1744	Lochlaggan		P.	4	..	40	26	4	7	10	..	21	1	..	..	119	42	13	3	..	..	60	..	..	..	39	15	0
	MOY AND DALAROSSIE.				131																								
1318	Dalarossie		P.	2	..	50	15	2	5	6	..	13	1	..	..	102	28	7	3	..	..	64	..	..	..	31	18	0
5658	Moy		P.	2	..	50	37	4	12	15	3	34	1	..	..	119	61	21	10	..	..	27	..	..	..	63	8	3
688	Raibeg		P.	2	..	90	74	7	22	33	4	66	2	..	..	282	97	40	19	..	..	76	..	..	..	101	10	9
	NORTH UIST § 67.				783																								
1077	Baleshare		P.	4	..	98	36	3	9	16	..	28	1	1	..	125	51	19	5	..	..	51	..	..	..	46	19	6
2006	Boreray		P.	4	..	36	21	1	9	9	..	19	1	..	..	94	37	11	3	..	..	44	..	..	..	38	12	0
4382	Carinish		P.	4	..	105	79	11	19	27	7	64	1	1	..	195	93	38	10	..	..	54	..	..	..	92	14	3
1280	Claddach Kirkibost		P.	4	..	91	48	10	14	15	4	43	1	..	..	108	56	20	5	..	..	25	1	..	1	68	5	6
3798	Dunskellar		P.	4	..	90	80	19	22	30	..	71	1	1	..	204	98	41	10	34	..	21	..	..	..	100	11	6
5653	Glaic		P.	4	..	36	28	4	9	12	..	25	p	..	..	55	39	11	3	..	..	3	..	..	..	47	10	6
1881	Grimisay		P.	4	..	70	68	7	27	22	..	56	1	1	..	170	82	33	3	..	..	46	..	..	1	82	13	0
4564	Heisker		P.	4	..	25	27	4	5	15	..	24	p	..	..	94	44	14	4	..	..	32	..	..	..	44	18	0
532	Locheport		P.	4	..	62	31	2	7	14	..	23	p	..	..	101	50	16	4	..	..	31	..	..	..	43	5	0
1545	Lochmaddy		P.	4	..	70	55	3	17	23	..	43	1	1	..	162	62	24	6	..	..	70	..	..	..	72	7	9
1270	Paible		P.	4	..	180	147	29	33	64	4	130	2	2	3	442	202	77	39	..	..	124	..	..	..	198	9	6
757	Tigharry		P.	4	..	123	103	9	31	16	25	81	1	1	..	252	108	55	44	..	..	50	..	..	..	102	5	3
1248	Trumisgarry		P.	4	..	25	24	6	5	10	..	21	1	..	..	81	41	13	3	..	..	24	..	..	1	41	6	6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903-1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS—*cont.*																							
	PETTY.			287																				
1160	East	P.	12	..	153	100	6	33	40	6 85	1	..	1	276	129	52	14	..	..	81	..	..	..	122 6 0
686	West	P.	12	..	150	87	11	32	28	4 75	1	2	..	238	103	46	10	..	..	79	..	..	..	107 12 10
	PORTREE § 67.			586																				
3718	Braes	P.	5	..	152	113	3	29	50	4 86	1	1	2	263	135	59	15	..	..	54	..	..	..	121 13 0
1645	Glens	P.	5	..	30	21	4	5	6	3 18	1	..	..	89	38	10	3	..	..	38	..	..	..	41 12 0
3573	Penefiler	P.	5	..	29	11	4	1	4	.. 9	p	..	..	62	22	4	1	..	..	35	..	..	..	25 16 0
288	Portree	P.	6	..	281	237	28	55	71	11 165	4	..	4	862	243	128	32	60	..	345	2	50	2	264 5 9
283 H.G	Portree, H.G.	H.G. P.	6	..	91	43	..	..	..	38 38	1	..	..	434	182	31	8	60	..	103	..	50	..	139 9 11
4555	Raasay	P.	5	..	97	35	6	11	9	3 29	1	1	..	163	64	20	45	..	..	34	..	..	..	57 0 0
1644	Rona	P.	5	.	52	17	4	4	5	2 15	1	..	..	112	41	13	3	..	..	55	..	..	..	44 9 0
1274	Sconser	P.	5	..	50	31	1	8	13	.. 22	1	..	..	110	46	16	4	..	..	43	1	..	..	41 8 3
1715	Torran	P.	5	..	60	45	3	8	21	.. 32	p	..	..	100	54	20	5	..	..	21	..	..	..	52 0 0
	SLEAT § 67.			327																				
1691	Aird	P.	5	..	68	57	8	16	24	3 51	1	1	..	166	83	34	9	..	..	41	..	..	..	79 3 4
1706	Ardvaser	P.	5	..	51	28	3	6	14	2 25	1	..	..	108	43	16	4	..	..	40	..	..	..	45 7 6
4758	Drumfern	P.	5	..	30	25	3	9	7	2 21	p	..	..	82	48	15	4	..	..	15	..	..	..	44 9 9
1649	Duisdale	P.	5	..	116	47	7	13	16	7 43	1	1	..	124	64	25	6	..	..	29	..	..	..	73 19 6
1657	Ferrindonald	P.	5	..	90	56	7	16	18	9 50	1	1	..	129	79	34	8	..	..	8	..	..	..	85 11 6
1742	Kylerhea	P.	5	..	27	8	1	2	4	.. 7	p	..	..	46	25	5	1	..	..	15	..	..	..	23 14 0
1692	Tarscabhaig	P.	5	..	80	62	6	19	25	.. 50	1	1	..	143	87	33	8	..	..	15	..	..	..	84 10 0
	SMALL ISLES.			91																				
1836	Canna	P.	7	..	22	19	..	5	11	.. 16	1	..	..	75	32	5	2	..	..	36	..	..	..	35 6 0
1046	Eigg	P.	7	..	60	33	3	12	12	2 29	p	..	..	111	55	20	5	..	..	31	..	..	..	58 4 6
4706	Rum	..	7	..	64	6	1	2	3	.. 6	1	..	..	73	..	..	..	..	73	..	..	..	..	22 16 3

	Snizort § 67,			338																						
3649	Bernisdale	P.	6	..	120	102	13	33	26	9	81	1	..	..	212	110	43	11	..	..	48	..	..	..	121	7	0
23	Macdiarmid	P.	6	..	64	72	10	20	19	2	51	1	1	..	145	77	33	8	..	..	27	..	..	..	72	19	3
3361	Kensaleyre	P.	6	..	76	47	8	15	13	3	39	1	..	1	132	72	22	6	..	..	32	..	..	..	66	10	3
2718	Uig	P	6	..	166	120	14	27	45	7	93	2	1	1	352	157	64	46	..	..	82	1	..	2	173	13	9
	South Uist.			1119																						
3890	Balivanich	P.	4	..	98	73	9	24	32	..	65	1	..	1	152	81	37	9	..	..	24	..	..	..	86	13	6
5379	Carnan	P.	4	..	88	32	2	6	19	..	27	1	..	..	98	47	14	4	..	..	28	..	..	..	51	4	3
4154	Dalliburgh	P.	4	..	140	142	26	42	55	..	123	1	..	1	207	154	71	18	..	..	..	..	..	..	131	17	7
11	Eriskay	P.	4	..	115	97	16	22	39	..	77	1	..	1	182	109	51	13	..	..	9	..	..	..	95	13	3
1315	Garrynamonie	P.	4	..	133	130	14	42	54	..	110	1	2	..	251	124	59	15	..	..	53	..	..	..	133	9	8
334	Howmore	P.	4	..	84	80	9	24	34	..	67	1	..	..	145	85	38	9	..	..	11	1	..	..	89	12	6
4089	Jochdar	P.	4	..	146	116	16	32	51	..	99	1	..	..	236	135	61	15	..	..	24	1	..	..	131	3	3
4628	Kilerivagh	P.	4	..	75	43	6	10	22	..	38	1	..	1	126	71	24	6	..	..	24	..	..	..	68	3	6
6395	Kyles Flodda	P.	4	..	40	22	3	7	8	..	18	p	..	..	93	40	12	3	..	..	37	..	..	..	33	6	6
1845	Stoneybridge	P.	4	..	98	56	4	23	21	..	48	1	..	..	175	78	34	48	..	..	15	..	..	..	82	12	3
4201	Torlum	P.	4	..	195	96	13	28	48	..	89	1	1	3	195	116	52	13	..	..	13	..	..	1	118	6	2
	Stenscholl § 67.			255																						
5263	Digg	P.	6	..	24	36	9	21	..	..	30	1	..	..	64	36	19	5	..	..	4	..	..	..	35	2	0
345	Staffin	P.	6	..	150	147	15	27	64	17	123	1	2	2	330	209	76	19	..	..	76	..	..	..	213	8	6
1947	Valtos	P.	6	..	90	66	8	21	25	5	59	1	1	..	199	91	37	49	..	..	22	..	..	..	94	0	9
	Strath § 67			411																						
748	Breakish	P	5	..	113	85	15	24	32	4	75	1	2	.	232	106	49	12	..	..	65	..	..	..	101	10	0
4200	Broadford	P.	5	..	177	125	14	23	53	18	108	1	2	1	336	183	65	16	..	8	120	..	..	..	168	8	3
1621	Dunan	P.	5	..	63	53	2	16	23	..	41	1	..	..	114	49	19	5	..	..	40	..	..	..	62	9	3
1583	Elgol	P.	5	..	49	35	1	12	17	..	30	1	..	..	121	48	19	5	..	..	49	..	..	..	57	17	9
937	Heast	P.	5	..	22	15	2	5	5	..	12	p	..	..	57	31	7	2	..	..	17	..	..	..	29	14	0
2123	Kyleakin	P.	5	..	89	47	8	10	18	8	44	1	..	1	149	79	29	7	..	4	29	..	..	..	81	8	6
1625	Torrin	P.	5	..	51	28	1	12	9	..	22	1	..	..	97	45	14	3	..	..	35	..	..	..	42	15	9
	Urquhart and Glenmoriston.			318																						
517	Balnain	P.	3	..	97	48	5	18	15	3	41	1	..	..	129	65	24	6	..	..	31	3	..	..	66	15	3
427	Bunloit	P.	3	..	60	21	2	5	10	..	17	1	..	..	86	35	10	2	..	..	37	1	..	..	37	9	0
2372	*Corrimony*	P.	3	..	32	13	3	4	4	..	11	1	..	..	99	29	7	2	..	..	62	..	..	..	28	19	0
415	Dalchreichard	P.	3	..	63	11	1	2	6	..	9	1	..	..	92	29	7	2	..	..	54	1	..	..	26	19	6
1602	Glen Urquhart	P.	6	..	} 257	{ 128	17	47	48	3	110	3	..	1	} 484	96	85	..	..	..	278	30	..	..	{ 148	14	7
,,HG	Glen Urquhart, H.G.	HGP	6	..		{ 31	..	..	1	29	30	1	..	..											{ 131	11	0
435	*Invermoriston*	P.	3	..	55	50	6	14	17	5	42	1	..	..	228	70	26	6	..	..	121	5	..	..	70	10	9
	Total				16905	22086	15073	2012	4251	5510	885	12658	281	73	85	42572	19141	7868	2933	444	870	11212	149	369	42	20820	10	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	KINCARDINE.																								
	Arbuthnot.			162																					
2778	Arbuthnot	P.	11	..	174	108	16	29	43	6	94	2	..	..	287	117	53	14	..	..	99	..	3	..	122 14 3
	Banchory-Devenick.			335																					
2569	Banchory-Devenick	P.	1	..	155	135	24	37	40	11	112	2	1	..	412	127	66	15	6	..	198	..	..	..	136 7 6
2841	Portlethen	P.	1	..	226	186	25	64	53	19	161	1	3	..	425	197	97	24	13	..	94	..	..	..	203 4 0
	Banchory-Ternan.			646																					
3267	Central	P.	2	..	308	249	36	67	85	30	218	4	1	1	676	254	118	30	..	..	160	29	85	..	288 10 9
2551	Crathes	P.	2	..	130	84	10	28	25	13	76	2	1	..	362	113	43	12	..	..	185	9	..	..	111 5 9
3750	Inchmarlo	P.	2	..	120	70	7	20	27	7	61	1	..	..	252	86	34	59	..	..	66	3	4	..	87 7 3
6410	Raemoir	P.	2	..	80	58	16	18	15	4	53	2	..	..	181	56	26	57	..	..	38	4	..	..	61 11 3
227	Tilquhillie	P.	2	..	61	22	6	8	7	..	21	1	..	..	84	35	11	3	..	..	35	1	..	..	37 6 3
1840	Reid and Burnett Endowed Female	..	2	..	112	119	36	33	26	12	107	2	..	2	281	126	66	46	18	17	..	8	5	..	134 13 0
	Benholm § 67.			304																					
406	Benholm	P.	11	..	99	71	10	25	23	3	61	1	1	..	177	72	35	9	..	..	62	..	..	..	70 18 9
2509	Johnshaven	P.	11	..	308	216	57	66	58	10	191	3	2	..	418	192	101	25	..	..	99	..	..	..	216 2 6
	Bervie § 67.			563																					
447	Bervie	P.	11	..	209	162	31	48	59	4	142	3	1	1	420	160	85	23	..	..	141	..	2	..	159 11 3
4360	Gourdon	P.	11	..	322	267	83	63	96	7	239	3	3	..	478	245	137	31	..	..	65	..	..	..	257 8 1
3138	† Gordon's, Female	C.S.	11	..	121	124	40	31	29	..	100	2	1	..	226	.	..	..	14	176	..	..	..	..	103 15 3

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	DUNNOTTAR. # 67.					598																							
465	Brackmuirhill		P.	2	..	128	70	8	26	19	10	63	2	..	..	233	99	89	11	..	..	84	..	1	..	97	2	0
2462	Dunnottar		P.	2	..	586	330	75	85	123	23	306	7	2	..	835	338	186	47	..	..	218	..	..	..	374	8	5
3720	Stonehaven		E.	2	..	150	147	28	36	57	8	129	2	1	1	286	133	76	53	5	16	..	4	1	2	151	11	9
	DURRIS.					179																							
123	Crossroads		P.	5	..	100	82	18	20	20	8	66	1	1	..	242	88	44	11	4	..	93	..	..	1	81	9	0
4113	Woodlands		P.	5	..	142	76	8	25	23	8	64	2	..	..	217	92	44	11	4	..	65	..	..	..	81	7	9
	FETTERCAIRN.					287																							
2203	Fettercairn		P.	4	..	198	142	21	36	50	18	125	3	..	1	481	156	71	18	2	..	234	..	..	..	168	5	8
3193	Inch		P.	4	..	120	33	8	8	10	..	26	1	..	..	145	31	18	5	..	..	92	..	..	..	26	4	0
2268	Fasque		..	4	..	79	65	14	21	14	4	53	1	1	..	135	61	31	55	..	..	..	1	..	..	62	19	8
	FETTERESSO AND RICKARTON.					1018		†																					
3566	Cairnhill		P.	2	..	152	82	14	24	26	11	75	1	2	..	235	102	49	53	..	..	79	..	1	..	99	0	0
3089	Cookney		P.	2	..	141	98	14	30	34	14	92	2	1	..	319	110	55	13	..	..	139	..	..	2	122	19	6
4081	Muchalls		P.	2	..	55	29	7	11	9	..	27	1	..	..	87	31	17	4	..	..	35	..	..	..	29	1	3
942	Netherley		P.	2	..	67	39	9	16	9	..	34	1	..	..	100	27	15	4	..	..	54	..	..	..	36	6	0
249	Rickarton		P.	2	..	114	109	13	33	45	6	97	2	1	..	300	133	59	55	..	..	53	..	1	..	128	0	9
2793	Stonehaven		P.	2	..	543	449	96	140	130	32	398	7	1	3	916	485	231	59	..	..	128	..	13	..	483	5	0
941	*Tewel Joint*		P.	2	..	65	48	6	15	15	2	38	1	..	..	129	55	20	6	..	..	47	..	2	..	59	14	3
	FORDOUN.					387																							
4822	Cocketty		P.	4	..	47	26	9	9	7	..	25	1	..	..	75	20	11	3	..	..	41	..	..	..	26	1	9
408	Fordoun		P.	4	..	245	207	28	60	70	23	181	3	1	1	514	216	103	26	..	..	164	..	3	2	240	11	3
1617	Landsend		P.	4	..	90	76	12	23	22	7	64	1	1	..	172	94	47	12	..	..	19	..	..	..	82	12	0
3669	Tipperty District		P.	4	..	49	21	5	7	6	..	18	1	..	..	80	32	10	2	..	..	34	..	..	1	34	3	0
	GARVOCK.					76																							
2562	Garvock		P.	3	..	92	40	6	13	11	6	36	1	..	..	123	61	23	6	..	..	33	..	..	..	62	3	9
	GLENBERVIE.					175																							
1204	Brae		P.	1	..	72	55	12	21	16	1	50	1	..	..	126	59	24	5	..	..	37	..	..	..	70	6	9
432	Glenbervie		P.	1	..	169	113	19	33	42	10	104	2	1	..	288	118	57	15	..	..	98	..	..	..	127	9	0

† For year ended 30th November, 1902, being the last figures available.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
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									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	KINCARDINE—*contd.*																								
	KINNEFF & CATTERLINE.			194																					
4443	Barras	P.	2	..	100	55	9	16	19	..	44	1	..	..	166	58	25	13	..	..	67	3	..	..	57 17 3
3233	Kinneff	P.	2	..	143	88	17	23	20	9	69	2	..	..	227	99	47	24	..	..	56	..	..	..	88 1 7
2447	Catterline	E.	2	..	159	66	14	23	21	..	58	2	..	..	211	57	31	123	..	24	..	..	..	..	62 8 9
	LAURENCEKIRK.			394																					
4451	Laurencekirk	P.	12	..	407	291	65	98	82	13	258	4	1	1	665	236	155	34	..	..	191	..	..	..	309 19 8
2847	*Redmyre*	P.	4	..	153	97	19	27	34	3	83	1	1	..	291	84	46	12	..	..	149	..	..	..	94 0 0
2711	Laurencekirk	E.	12	..	152	118	18	32	44	1	95	2	..	2	196	117	62	31	..	8	..	..	..	..	107 17 0
	MARYCULTER.			152																					
1419	East	P.	2	..	129	81	13	21	26	7	67	2	..	..	214	89	46	11	..	..	69	..	..	..	88 4 9
4333	West	P.	2	..	129	62	12	20	21	4	57	2	..	..	228	69	32	59	..	..	69	..	..	..	67 15 0
	MARYKIRK.			268																					
1702	Luthermuir	P.	1	..	155	134	23	34	44	6	107	2	1	..	273	131	68	15	..	..	60	..	..	..	127 18 0
2202	Marykirk	P.	1	..	180	88	10	18	29	13	70	1	1	..	257	94	43	11	..	..	109	..	..	..	95 5 9
6269	The Napier	..	1	..	77	24	13	8	..	..	21	1	..	..	80	25	15	7	..	31	..	..	..	1	20 16 6
	NIGG.			335																					
3747	Cove	P.	1	..	211	139	33	42	37	12	124	2	1	1	335	131	74	15	..	..	107	6	..	2	152 15 0
1060	Kirkhill	P.	1	..	104	128	26	44	35	9	114	3	..	..	336	128	62	16	..	..	139	..	..	..	185 8 9

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	St. Cyrus.			283																					
3059	St. Cyrus	P.	11	..	282	237	30	68	30	20	204	4	1	4	628	243	121	23	..	..	236	..	..	..	206 5 0
	Strachan.			126																					
2187	Glendye	P.	2	..	48	24	4	8	9	..	21	1	..	..	65	35	11	6	..	..	13	..	..	..	36 10 0
3677	Strachan	P.	2	..	145	94	16	27	34	4	81	2	1	..	315	93	46	24	..	..	151	..	1	1	93 16 0
	TOTAL			6481	8463	5930	1149	1783	1875	423	5180	105	34	18	15250	6117	2988	1249	66	272	4389	65	125	12	6435 12 7
	KINROSS																								
	Cleish.			138																					
215	Cleish	P.	2	..	98	61	9	27	17	..	53	2	..	..	239	74	29	67	..	..	69	..	..	..	72 6 3
	Fossoway & Tullibole.			128																					
607	*Carnbo*	P.	2	..	88	37	8	16	10	..	34	1	1	..	131	50	18	5	..	..	59	..	..	..	51 5 6
573	Fossoway	P.	2	..	170	113	18	36	40	6	100	2	1	..	358	103	56	54	..	..	134	..	..	12	117 8 0
	Kinross.			492																					
3958	Kinross	P.	1	..	564	466	72	188	142	32	384	9	..	3	1007	463	245	51	..	..	246	..	..	2	471 19 2
	Orwell.			334																					
2172	Orwell	P.	1	..	190	129	21	37	45	..	103	2	1	..	402	114	64	14	..	..	210	..	..	..	112 2 3
2283	Milnathort, Reid Memorial	..	1	..	173	185	30	51	57	8	146	3	1	..	376	182	96	46	..	52	..	..	..	..	169 10 3
	Portmoak.			151																					
3486	Portmoak	P.	2	..	162	126	17	41	44	..	102	2	1	..	336	112	64	28	..	..	132	..	..	..	116 12 6
	TOTAL			1238	1445	1117	175	346	355	46	922	21	5	3	2849	1097	572	265	..	52	849	..	..	14	1111 3 11
	KIRKCUDBRIGHT																								
	Anworth.			129																					
2661	*Fleetside*	P.	2	..	175	98	14	27	32	8	81	2	1	2	350	97	52	25	24	..	153	..	..	..	102 13 0
666	Skyreburn	P.	3	..	94	42	5	13	17	..	35	1	..	..	139	49	18	4	..	..	68	..	..	..	53 13 3
	Balmaclellan.			75																					
3827	Endowed Free	P.	6	..	144	44	7	19	12	1	39	1	1	..	192	46	19	45	40	..	42	..	..	..	54 5 0
300	Ironmacannie	P.	6	..	60	20	3	7	5	..	18	1	..	..	85	33	9	2	..	..	41	..	..	..	34 18 0
299	Monybuie	P.	6	..	30	9	2	3	3	..	8	1	..	..	77	25	4	1	..	..	47	..	..	..	23 11 9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	KIRKCUDBRIGHT—*contd.*																							
	BALMAGHIE.			158																				
820	Glenlochar	P.	3	..	74	58	9	22	20	..	51	1	1	..	195	58	31	58	..	..	48	..	..	..	55 10 0
87	Lauriestou	P.	3	..	120	66	9	22	21	2	54	1	2	..	297	79	35	49	..	..	134	..	..	..	73 3 0
	BARGRENNAN.			69																				
4106	Bargrennan	P.	3	..	60	38	6	11	17	..	34	1	..	..	146	52	20	5	..	..	70	..	..	..	53 12 0
805	Knowe	P.	3	..	51	23	6	5	9	..	20	1	..	..	111	33	10	3	..	..	65	..	..	..	36 9 3
	BORGUE.			219																				
4378	Borgue	P.	3	..	310	212	22	65	75	14	176	5	..	..	749	216	109	27	53	..	344	..	..	..	216 19 6
	BUITTLE.			192																				
2379	High	P.	1	..	111	47	7	15	17	..	39	1	1	..	158	50	22	4	2	..	80	..	..	..	57 12 3
4392	Palnackie	P.	1	..	116	69	14	20	21	6	61	1	1	..	276	72	32	9	..	..	163	..	..	..	75 18 6
	CARSPHAIRN.			55																				
391	Carsphairn	P.	6	..	75	58	8	18	24	..	50	2	..	..	256	70	30	7	13	..	136	..	..	..	74 10 0
	COLVEND & SOUTHWICK.			221																				
2721	Barnbarrock	P.	1	..	83	56	14	17	18	..	49	1	..	..	159	61	30	7	..	..	61	..	..	..	59 6 0
455	Col.end	P.	1	..	81	30	10	11	12	..	33	1	..	..	138	37	14	4	..	..	83	..	..	..	43 4 0
213	Southwick	P.	1	..	120	110	16	33	49	..	98	1	2	..	299	127	66	43	..	..	62	1	..	..	118 13 6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School, Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£ s. d.
	KIRKCUDBRIGHT—*contd.*																							
	KIRKCUDBRIGHT.			666																				
4917	Academy (Lower Department)	P.	5	..	58	49	12	22	5	..	39	1	..	..	96	38	22	5	..	..	31	..	..	..	41 12 9
3508	Johnston	P.	2	..	371	277	43	71	103	23	240	6	..	1	672	276	137	35	..	..	224	..	..	..	308 16 9
4326	Townhead	P.	2	..	120	59	13	19	20	..	52	1	1	..	192	78	37	9	..	..	69	..	..	..	65 17 6
2565	Whinnie Liggate	P.	2	..	127	53	9	19	22	..	50	1	..	1	178	75	23	9	..	..	66	..	..	..	69 16 4
2506	Old Church	C.S.	2	..	157	161	40	50	60	..	150	2	..	2	301	151	89	67	..	..	..	3	..	..	167 2 6
1106	Roman Catholic	R.C.	2	..	126	102	25	30	34	..	89	1	1	1	215	97	53	38	13	14	..	..	..	..	97 12 6
	KIRKGUNZEON.			112																				
4456	Kirkgunzeon	P.	1	..	107	71	8	23	28	..	59	1	1	..	269	82	37	10	..	..	140	..	..	1	76 7 3
	KIRKMABRECK.			870																				
4533	Kirkdale	P.	3	..	102	81	11	27	31	..	69	1	..	..	194	72	40	10	..	..	78	..	..	..	75 14 9
2494	Kirkmabreck	P.	3	..	323	258	52	77	100	..	229	4	1	2	576	254	132	33	..	..	152	..	..	5	..
4857	Creetown, St. Joseph's	R.C.	3	..	114	32	6	9	10	..	25	1	..	..	78	19	11	5	..	43	..	..	..	..	96 19 0
	KIRKPATRICK-DURHAM.			158																				
4532	*Crocketford*	P.	1	..	96	52	13	14	17	..	44	2	..	..	170	61	28	57	..	..	25	..	..	..	56 18 9
3945	Kirkpatrick-Durham	P.	2	..	172	96	17	29	36	..	82	2	..	..	262	107	54	28	..	..	70	3	..	..	92 9 9
	LOCHRUTTON.			103																				
486	Lochrutton	P.	1	..	132	88	16	23	33	..	72	2	..	..	215	84	41	9	..	..	76	..	..	4	98 0 3

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	Minnigaff.					198																							
73	Cree Bridge		P.	3	..	116	130	28	40	47	..	115	2	1	..	297	122	67	17	..	..	91	..	..	..	124	0	3
1228	Stronord		P.	3	..	100	72	4	16	47	..	67	1	1	..	201	76	40	10	..	..	75	..	..	..	76	12	3
	New Abbey.					197																							
3321	Lochend		P.	4	..	95	40	4	11	18	..	33	1	..	..	156	49	22	5	..	.	79	..	..	..	46	16	0
2938	New Abbey		P.	4	..	182	168	30	51	58	..	139	2	..	1	331	146	80	20	8	..	77	..	..	..	153	4	0
	Parton.					69																							
754	Parton		P.	6	..	118	60	11	18	21	..	50	1	1	..	345	66	28	7	..	..	243	..	..	..	70	3	3
	Berrick.					253																							
4357	Auchencairn		P.	3	..	282	133	22	45	53	..	120	3	1	1	354	142	77	19	..	..	116	..	..	..	136	2	3
4283	Dundrennan		P.	3	..	235	91	19	25	34	4	82	2	..	1	294	110	50	13	..	..	121	..	..	..	107	14	0
	Terregles.					88																							
3382	Terregles		P.	12	..	60	45	9	18	5	5	37	1	..	..	151	37	20	5	..	1	88	..	..	..	40	5	0
	Tongland.					144																							
2906	Tongland		P.	2	..	141	102	9	37	38	..	84	1	2	..	242	89	47	12	..	..	94	..	..	..	93	0	0
	Troqueer.					1229																							
2965	Drumsleet		P.	1	..	127	40	6	10	18	..	34	1	..	..	196	40	19	6	..	..	131	..	..	..	35	4	0
3286	Laurieknowe		P.	5	..	620	517	101	169	195	..	465	7	1	5	1302	549	178	66	..	..	543	..	..	5	588	10	6
2546	Maxwelltown, Glasgow Street		P.	5	..	571	506	112	145	187	..	444	7	1	6	1238	511	265	66	..	..	388	2	..	..	511	15	4
2817	Whinnyhill		P.	1	..	87	58	11	15	22	..	48	1	..	..	126	61	34	7	..	..	24	..	..	..	62	14	0
	Twynholm.					151																							
97	Twynholm		P.	3	..	184	125	29	39	39	..	107	2	1	..	308	122	68	17	..	..	100	..	..	..	114	6	9
	Urr § 67.					975																							
2867	Dalbeattie		P.	6	..	852	633	128	185	234	13	560	11	..	8	1422	604	326	82	..	..	250	2	..	157	692	8	7
2867 H.G	Dalbeattie, H.G.		HGP	6	..	79	54	..	..	..	46	46	1	..	..	487	190	33	8	..	..	46	..	160	..	201	11	3
2641	Hardgate		P.	1	..	130	124	20	31	62	..	113	2	1	..	439	122	65	15	..	..	237	..	..	..	126	2	3
361	Milton		P.	1	..	72	27	4	7	13	..	24	1	..	..	118	44	17	5	..	..	46	..	..	..	41	11	3
599	Springholm		P.	3	..	70	54	16	14	19	..	49	1	1	..	167	49	27	47	..	..	44	..	..	..	53	3	6
697	Dalbeattie		R.C.	2	..	150	109	17	31	51	..	99	1	1	..	292	115	57	62	..	43	..	15	..	..	106	17	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.				£	£	£	£	£	£	£	£	£	£	£ s. d.
	KIRKCUDBRIGHT—*contd.*																								
	KIRKCUDBRIGHT.			666																					
4917	Academy (Lower Department)	P.	5	..	58	49	12	22	5	..	39	1	..	..	96	38	22	5	..	..	31	..	..	..	41 12 9
3508	Johnston - - - -	P.	2	..	371	277	43	71	103	23	240	6	..	1	672	276	137	35	..	..	224	..	..	..	303 16 9
4326	Townhead - - - -	P.	2	..	120	59	13	19	20	..	52	1	1	..	192	78	37	9	..	..	69	..	..	..	55 17 6
2565	Whinnie Liggate - - -	P.	2	..	127	53	9	19	22	..	50	1	..	1	178	75	23	9	..	..	66	..	..	..	69 16 4
2506	Old Church - - - -	C.S.	2	..	157	161	40	50	60	..	150	2	..	2	301	151	89	67	..	..	..	3	..	..	167 2 6
1106	Roman Catholic - - -	R.C.	2	..	128	102	25	30	34	..	89	1	1	1	215	97	53	33	13	14	..	..	..	..	97 12 6
	KIRKGUNZEON.			112																					
4456	Kirkgunzeon - - -	P.	1	..	107	71	8	23	28	..	59	1	1	..	269	82	37	10	..	..	140	..	..	1	76 7 3
	KIRKMABRECK.			370																					
4533	Kirkdale - - - -	P.	3	..	102	81	11	27	31	..	69	1	..	..	194	72	40	10	..	..	73	..	..	..	75 14 9
2494	Kirkmabreck - - -	P.	3	..	323	258	52	77	100	..	229	4	1	2	576	254	132	33	..	..	152	..	..	5	..
4857	Creetown, St. Joseph's -	R.C.	3	..	114	32	6	9	10	..	25	1	..	..	78	19	11	5	..	43	..	..	..	..	26 19 0
	KIRKPATRICK-DURHAM.			158																					
4532	*Crocketford* - - - -	P.	1	..	96	52	13	14	17	..	44	2	..	..	170	61	28	57	..	..	25	..	..	..	56 18 9
3845	Kirkpatrick-Durham - -	P.	2	..	172	96	17	29	36	..	82	2	..	..	262	107	54	28	..	..	70	3	..	..	92 9 9
	LOCHRUTTON.			108																					
486	Lochrutton - - -	P.	1	..	132	88	16	23	33	..	72	2	..	..	215	84	41	9	..	..	76	..	..	4	88 6 3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.		
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															£	s.	d.
	LANARK																										
	Airdrie (Burgh) § 67.			4315																							
2392	Academy	P.	6	..	688	807	145	232	385	..	712	11	3	4	1843	862	432	108	13	..	159	185	..	84	846	12	0
2392 H.G.	Academy, H.G.	H.G. P.	6	..	355	209	..	..	..	184	184	5	2	..	1791	656	101	25	13	16	169	230	505	76	721	5	9
85	Albert	P.	12	..	672	662	115	246	223	..	584	7	4	..	1478	672	353	80	9	6	220	120	..	18	654	12	2
426	Chapelside	P.	12	..	522	589	123	191	196	..	510	8	3	2	1340	592	318	70	11	5	215	115	..	15	585	4	0
6418	Rochsolloch	P.	12	..	550	461	89	167	143	..	399	8	..	2	1053	406	236	45	8	..	244	115	..	..	442	3	10
207	Victoria	P.	12	..	967	911	172	298	323	..	793	14	1	2	2035	59	470	100	13	11	353	203	..	28	892	12	4
6444	Coatdyke	R.C.	11	..	560	475	109	144	156	..	409	5	4	2	1035	350	230	102	..	327	..	27	..	..	441	15	0
2137	St. Margaret's	R.C.	10	..	672	614	111	207	200	..	518	6	4	1	1074	496	256	136	..	178	..	15	..	..	563	18	6
	Avondale.			999																							
3369	Ball Green (*now closed*)	P.	1	..	302	320	50	111	99	..	260	3	3	1	668	292	155	37	..	..	179	6	..	..	258	7	10
857	Barnock	P.	1	..	63	15	6	4	2	2	14	1	..	..	90	31	9	2	..	..	47	1	..	..	29	14	0
3390	Strathaven Academy	P.	6	..	854	585	95	182	238	..	515	7	4	5	944	412	167	42	..	..	295	22	..	6	448	3	0
3390 H.G.	Strathaven Academy H.G.	H.G. P.	6	..	200	88	..	..	..	71	71	4	1	..	635	207	43	11	..	..	140	..	235	..	251	7	1
795	Drumclog	P.	1	..	59	15	2	4	7	1	14	1	..	..	97	31	7	2	..	..	55	1	..	..	32	4	9
4292	Gilmourton	P.	1	..	83	75	10	25	27	7	69	1	1	..	245	83	39	9	..	..	108	6	..	..	86	2	3
4204	Strathaven	R.C	1	..	74	81	21	24	25	..	70	1	1	..	208	80	46	22	..	..	53	6	..	..	74	7	9
	Biggar § 67.			352																							
4401	High	P.	6	..	408	316	48	114	88	30	280	6	2	3	855	333	158	42	..	..	321	..	..	2	365	6	6
4401 H.G.	High, H.G.	H.G. P.	6	..	104	62	..	..	..	53	53	2	..	..	578	205	46	9	78	..	54	.	187	..	235	7	7
	Blantyre § 67.			3261																							
6271	Auchinraith	P.	10	..	650	531	104	193	178	2	474	7	3	1	1354	478	276	57	..	..	526	21	..	..	521	1	1
2991	High Blantyre	P.	10	..	592	592	88	212	222	24	546	9	4	..	1631	637	348	75	..	..	513	28	2	3	641	6	10

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2551	Low Blantyre	P.	10	..	866	858	128	276	326	29	759	13	8	1	2060	884	445	96	..	..	629	50	2	4	897	0	2
1589	St. Joseph's	R.C.	10	..	852	943	171	396	290	15	771	4	9	6	1519	759	431	185	..	159	..	56	..	..	807	18	0
	Bothwell § 67.			9949																						
3512	Bellshill	P.	11	..	666	702	139	254	205	..	598	12	1	8	1527	703	374	84	..	..	340	..	26	..	674	7	1
6114	Bellshill Academy	P.	6	..	302	784	129	249	284	..	662	14	..	6	1901	676	354	96	..	..	647	35	..	13	769	3	10
6114 H.G.	Bellshill Academy, H.G.	H.G.	6	..	240	142	..	..	..	107	107	5	..	..	832	223	57	14	..	..	251	25	261	..	359	3	0
577	Bothwell	P.	9	..	349	397	67	140	144	..	351	6	2	2	869	379	181	60	..	..	242	..	..	7	398	9	0
2606	Carfin	P.	11	..	405	236	46	71	80	..	197	2	3	4	637	192	102	24	..	..	316	..	2	..	228	3	10
2735	Carnbroe	P.	3	..	211	172	40	59	57	..	156	2	1	2	426	162	88	22	..	..	154	..	..	..	175	14	5
3006	Chapelhall	P.	2	—	554	403	76	114	139	9	338	7	1	4	885	331	201	94	..	..	208	..	..	1	397	6	9
4911	Hamilton Palace Colliery	P.	9	..	512	431	102	129	143	2	376	7	1	..	898	385	248	26	..	..	284	..	..	1	410	7	9
212	Holytown	P.	2	..	433	484	96	144	150	8	398	7	1	2	933	382	217	94	7	..	282	..	..	..	454	19	9
2479	Mossend	P.	11	..	721	634	112	197	237	..	546	11	1	5	1544	619	328	78	7	..	494	..	16	2	621	18	7
6195	Muiredge	P.	3	..	317	497	87	156	192	..	435	8	..	5	1286	498	251	64	..	..	453	..	..	20	497	4	8
136	Newarthill	P.	1	..	552	540	94	160	170	17	441	9	..	3	1172	526	281	61	5	..	294	..	..	6	526	8	10
2505	New Stevenston	P.	1	..	584	606	114	199	167	15	495	7	5	4	1233	532	288	62	..	..	342	..	4	9	579	15	9
4361	Tannochside	P.	9	..	720	730	130	231	232	..	593	11	2	4	1439	708	372	94	..	..	243	22	..	1	672	4	10
728	Uddingston Grammar	P.	6	..	896	739	99	242	297	..	638	13	..	4	1930	757	394	99	..	..	592	87	..	1	736	0	9
728 H.G.	Uddingston Grammar, H.G.	H.G. P.	6	..	213	125	..	..	..	108	108	4	..	..	959	341	64	16	..	..	189	30	319	..	385	0	0
3008	Carfin	R.C.	3	..	415	437	83	142	139	..	364	2	7	..	861	371	213	107	..	150	..	20	..	..	392	8	3
4483	Chapelhall	R.C.	2	..	381	368	45	98	132	..	275	3	2	4	643	302	170	154	..	1	..	15	..	..	281	17	8
3883	Mossend	R.C.	11	..	782	764	131	288	219	..	588	3	9	5	1266	613	340	157	..	105	..	51	..	..	601	17	11
189	Uddingston, St. John Baptist	R.C.	10	..	725	772	141	276	211	..	628	7	7	5	1380	610	388	154	..	226	..	23	..	..	68	3	3
	Cadder § 67.			2184																						
2217	Auchinairn	P.	5	..	297	237	51	78	90	..	219	3	2	2	610	221	117	29	..	..	205	..	..	38	247	9	4
1202	Auchinloch	P.	5	..	145	116	23	42	37	..	102	2	1	..	328	118	61	55	..	..	81	2	..	15	112	8	0
2983	Bishopbriggs	P.	5	..	431	491	81	148	180	21	480	5	3	4	1112	467	245	61	..	..	268	3	..	68	523	8	5
98	Cadder	P.	5	..	150	93	15	28	38	..	81	2	..	2	375	101	52	13	..	..	198	..	..	16	94	13	8
1175	Chryston	P.	5	..	583	450	79	133	152	19	383	4	4	4	1144	427	209	52	..	..	391	2	..	61	463	5	6
1396	Gartcosh	P.	5	..	271	233	49	65	75	..	189	2	2	1	555	209	115	29	..	..	174	..	..	29	207	12	7
214	Lochfauld	P.	5	..	111	108	13	39	41	..	93	2	..	1	238	83	46	12	..	..	83	..	..	13	104	6	3
4642	Stepps Road	P.	5	..	204	128	22	44	40	9	115	2	1	..	384	119	64	16	..	..	149	1	..	16	141	19	4
	Calderhead § 67.			1522																						
2567	*Allanton*	P.	6	..	160	133	34	44	33	..	111	2	1	..	350	121	68	17	..	..	140	..	..	3	117	1	
4146	Calderhead	P.	6	..	750	627	120	206	198	13	542	9	2	4	1388	625	331	82	..	..	166	..	6	128	634	10	6
3493	Dykehead	P.	6	..	733	621	120	190	191	27	528	9	..	3	1265	663	295	74	..	..	171	..	2	61	632	16	9
3960	Shotts, St. Patrick's	R.C.	2	..	266	292	50	97	106	..	253	2	4	..	631	278	157	150	..	20	..	26	..	..	275	3	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Above 10. Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904–1905. £ s. d.
	LANARK—*contd.*																								
	Cambuslang.			4443																					
2223	Cambuslang	P.	5	..	1114	1036	193	295	334	73	895	20	..	2	2838	1090	538	134	..	..	982	31	10	2	1111 6 4
858	Hallside	P.	5	..	709	692	130	235	237	24	626	12	2	2	1952	765	398	100	..	..	598	54	..	37	735 3 9
3771	Kirkhill	P.	5	..	436	451	88	142	138	19	387	8	2	1	1386	451	232	58	..	..	614	31	..	..	454 18 6
2422	Newton	P.	5	..	548	352	64	113	109	12	298	7	2	..	1301	339	179	45	..	..	703	22	..	13	342 18 9
4737	West Coats	P.	6	..	525	643	104	218	224	..	546	12	..	2	1629	532	313	78	..	..	583	51	..	72	614 2 6
4737 H.G	West Coats, H.G.	H.G. P.	6	..	100	45	..	..	..	36	36	2	..	..	385	85	17	4	..	..	195	3	80	..	121 10 6
4790	Newton	R.C.	5	..	373	388	73	109	118	..	300	3	3	2	782	324	184	92	..	162	..	20	..	..	328 0 0
1750	St. Bride's	R.C.	5	..	827	675	159	188	225	..	572	8	5	3	1588	622	343	172	..	430	..	21	..	..	621 7 3
	Cambusnethan.			5626																					
6483	*Beltonfoot	P.	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..
484	Berryhill	P.	10	..	566	431	60	142	165	14	381	6	2	4	1130	416	126	58	..	..	517	2	..	10	445 6 0
3787	Cambusnethan	P.	10	..	368	421	85	137	132	24	378	5	2	6	1003	431	168	46	..	..	353	4	..	1	446 7 8
3393	Cambusnethan, Newmains	P.	5	..	575	645	97	220	224	33	574	8	2	5	1714	387	344	96	..	..	397	..	..		678 6 0
4088	Morningside	P.	10	..	468	372	72	121	119	12	324	5	2	1	778	305	121	36	..	..	314	1	..	..	368 3 9
3854	Overtown	P.	10	..	270	250	70	127	24	..	221	3	1	4	409	208	84	27	..	..	85	..	..	5	222 15 7
811	Waterloo	P.	10	..	468	363	43	71	174	26	314	4	2	2	786	353	128	41	..	..	255	6	..	3	339 3 0
2192	Wishaw	P.	10	..	1064	1300	171	424	452	136	1183	23	..	13	3240	1522	492	148	..	..	734	12	326	4	2689 14 6††
2192 H.G.	†Wishaw, H.G.	H.G. P.																							
3861	Wishaw Academy	P.	10	.	924	705	133	237	239	20	629	10	1	1	1524	649	262	69	..	..	506	19	..	20	710 15 9
4294	Newmains	R.C.	5	..	335	288	77	92	91	..	260	2	2	3	548	250	141	71	..	67	..	20	..	..	276 5 3
2686	Wishaw	R.C.	5	..	509	507	101	170	157	6	434	4	6	..	1142	436	239	119	..	318	..	30	..	..	479 1 9
	Carluke § 67.			1877																					
2351	Braidwood	P.	3	..	168	134	35	52	29	..	116	1	2	..	282	181	74	18	..	..	47	11	..	..	121 16 9
3231	Carluke, G. and I.	P.	6	..	247	248	130	21	..	..	201	1	1	7	355	167	100	27	..	..	49	12	..	..	187 19 5
59	Kilncadzow	P.	3	..	84	65	14	21	23	..	58	1	1	..	193	57	32	48	..	..	51	5	..	..	62 9 9
3943	Law	P.	3	..	373	360	72	116	106	22	316	5	3	..	892	354	181	45	..	..	270	39	2	..	376 16 5
1538	Market Place	P.	6	..	957	786	18	313	336	24	691	13	1	10	1742	808	409	108	..	..	338	84	..	1	870 12 7
1538 H.G.	Market Place, H.G.	H.G. P.	6	..	136	140	..	..	2	117	119	4	1	..	917	417	85	19	..	..	78	15	309	..	454 18 3

2346	Yieldshields	P.	3	..	100	66	11	23	24	..	58	1	1	..	285	66	30	49	..	..	75	7	2	..	63	2	0
3009	Carluke	R.C.	3	..	113	123	26	32	43	..	101	2	1	..	259	102	55	28	67	..	..	7	..	..	108	17	3
	CARMICHAEL.			235																									
3711	Carmichael	P.	4	..	84	57	5	17	25	..	47	1	..	..	192	71	31	8	..	..	3	..	..	..	67	9	3
	CARMUNNOCK.			258																									
1203	Carmunnock	P.	4	..	164	98	17	33	28	3	81	2	..	1	327	107	53	13	..	..	188	13	2	1	96	13	6
	CARNWATH.			1281																									
3679	Auchengray	P.	3	..	132	68	12	19	27	2	60	1	1	..	236	84	38	10	..	..	99	5	..	..	84	14	9
2718	Braehead	P.	3	..	198	86	11	30	26	9	76	2	..	1	290	85	43	11	..	..	130	7	14	..	98	3	6
3011	Carnwath	P.	3	..	283	174	30	62	56	9	157	3	1	..	458	176	89	52	..	..	124	13	4	..	186	3	0
2628	Forth	P.	3	..	250	204	43	71	57	..	171	3	1	2	458	182	101	25	..	..	136	14	..	..	187	4	3
190	Haywood	P.	3	..	270	107	17	40	32	..	89	2	..	1	308	97	54	14	..	..	135	8	..	..	98	6	0
3668	Newbigging	P.	3	..	67	26	9	11	2	..	22	1	..	..	106	35	14	4	..	..	49	3	..	..	32	6	0
2019	§Tarbrax	P.	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2844	Wilsontown	P.	3	..	259	148	37	63	67	..	167	3	1	2	404	171	93	23	..	..	101	11	4	..	183	1	9
	CARSTAIRS.			385																									
4188	Carstairs	P.	5	..	191	148	28	45	45	17	135	2	1	..	423	174	81	20	..	..	146	..	2	..	169	10	3
2229	Carstairs Junction	P.	5	..	304	192	44	53	58	15	170	3	1	1	407	216	104	26	..	..	61	..	..	..	204	19	0
	CLARKSTON § 67.			2827																									
2320	*Airdrichill Combination*	P.	5	..	290	183	19	54	74	5	152	2	1	2	477	129	91	16	..	..	207	30	4	1	182	7	6
1151	Caldercruix	P.	2	..	381	321	46	100	103	11	260	3	2	5	723	306	156	77	..	..	153	22	8	2	298	14	3
3706	Clarkston	P.	5	..	620	452	64	150	135	11	360	3	6	3	997	399	215	53	..	..	282	30	4	4	411	13	3
3581	Drumbreck	P.	2	..	297	270	41	87	75	4	207	3	4	..	585	241	124	64	..	..	89	17	..	..	224	8	3
1028	Longrigg	P.	5	..	302	225	42	69	61	3	175	2	3	1	580	201	105	27	..	..	221	22	2	1	194	8	3
5270	Moffat	P.	5	..	156	61	25	26	..	..	51	1	..	..	115	50	31	8	..	..	24	2	..	1	51	14	0
1359	Longriggend, St. Patrick's	R.C.	2	..	358	395	98	101	115	..	314	2	2	2	754	334	185	180	..	30	..	26	..	..	325	15	2
6317	Whiterigg	R.C.	2	..	260	286	68	78	89	..	235	2	4	2	655	260	148	73	..	178	..	6	..	..	231	4	6
	COVINGTON & THANKERTON.			58																									
3041	Covington	P.	4	..	79	53	6	14	25	..	45	1	..	1	221	66	26	6	8	—	116	..	..	..	61	5	3
	CRAWFORD.			150																									
3809	Crawford	P.	4	..	128	50	6	22	18	..	46	2	..	..	294	73	31	58	..	..	132	..	..	..	65	8	6
1598	Daer and Powtrail	P.	4	..	80	21	2	8	7	1	18	1	..	..	90	32	9	2	..	..	47	..	..	..	35	0	0
1112	Summit	P.	4	..	53	42	7	12	14	1	34	1	..	..	117	50	19	5	..	..	44	..	..	..	53	6	6

* New School—Grant to run as from 1st March, 1905. † New School—Grant to run as from 1st August, 1905. †† Grant for 21 months. § New School—Grant to run as from 1st November, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Actual Average Attendance of Scholars. Above 7 and under 10 (Junior Division).	Actual Average Attendance of Scholars. Above 10. (Senior Division).	Actual Average Attendance of Scholars. Above 10. (Supplementary Courses or Higher Grade Schools).	Actual Average Attendance of Scholars. Above 10. Total.	Number of Teachers. Certificated.	Number of Teachers. Assistant Teachers (Art. 70).	Number of Teachers. Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from. Annual Grant, 1903-1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904-1905. £ s. d.
	LANARK—*contd.*																								
	CRAWFORDJOHN.			134																					
2823	Abington	P.	4	..	83	57	6	19	26	..	51	2	1	..	213	74	29	7	..	..	103	..	..	..	57 5 3
2838	Crawfordjohn	P.	4	..	105	56	3	14	28	3	48	2	..	..	133	70	28	7	..	..	78	..	..	..	68 10 0
1835	Whitecleuch	P.	4	..	40	16	2	6	4	..	12	1	..	..	59	28	7	2	..	..	22	..	..	..	27 4 0
	CULTER.			60																					
646	Culter	P.	4	..	88	65	9	25	24	..	58	2	..	..	330	72	35	5	..	..	164	..	..	..	74 7 6
	DALSERF § 67.			1075																					
2526	Dalserf	P.	9	..	218	259	35	98	82	8	218	3	2	3	642	249	126	34	..	..	227	6	..	..	259 11 1
6244	Netherburn	P.	9	..	232	217	40	77	68	8	193	3	1	3	536	165	139	11	..	..	218	1	..	3	224 9 3
1850	Shawsburn	P.	9	..	420	504	67	161	174	11	413	5	2	3	1006	490	247	68	..	..	206	..	..	..	498 17 10
6493	*Swinhill Infant	P.	9	..	..	..	.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	DALZIEL § 67.			8244																					
3043	Craigneuk	P.	9	..	1117	891	171	300	282	23	776	17	..	5	2114	833	448	97	..	..	685	34	6	11	919 10 4
3078	Dalziel	P.	9	..	997	1082	133	351	398	..	876	16	..	6	2161	1086	550	122	..	..	346	33	14	10	998 1 1
3982	Hamilton Street	P.	9	..	644	623	86	213	248	..	547	9	4	1	1435	646	340	76	..	..	329	33	6	..	625 5 11
6185	High	P.	6	..	1150	1189	219	412	351	96	1078	20	1	3	2582	1192	588	140	..	..	582	80	..	..	1515 4 4
6185 H.G	High, H.G.	H.G. P.	6	..	381	216	..	..	4	202	206	8	1	..	1980	1067	144	84	..	..	94	25	605	11	912 18 0
4744	Merry Street	P.	9	..	1090	1256	229	444	451	..	1124	19	..	5	2607	1811	686	150	..	..	847	44	68	..	1292 7 1
3725	Milton Street	P.	9	..	636	556	70	176	176	37	459	8	1	2	1338	480	252	59	..	..	504	21	14	2	569 0 0
1413	Muir Street	P.	9	..	684	656	96	235	220	..	551	10	1	4	1425	650	355	76	..	..	309	33	2	..	621 10 0
1810	Craigneuk	R.C.	1	..	828	718	124	236	222	6	588	7	4	6	1402	644	347	163	..	178	..	66	4	..	663 4 6
178	Motherwell	R.C.	10	..	1085	1108	222	283	346	61	912	8	12	2	2809	1011	491	243	..	366	..	57	141	..	1093 18 0

	DOLPHINTON.				58																					
1095	*Dolphinton* - -	P.	5	..	82	63	11	22	21	2	58	1	1	..	244	71	31	58	50	..	20	..	..	14	73	9	9
	DOUGLAS.			441																						
236	Douglas - -	P.	5	..	368	329	58	104	83	34	279	4	1	3	728	346	159	40	..	..	144	39	..	..	362	13	10
3723	Stablestone - - - -	P.	5	..	130	83	12	25	28	6	71	1	1	2	281	99	52	13	..	..	113	3	..	1	86	5	0
	DOUGLAS WATER § 67.			64																						
6414	Douglas Water - - -	P.	5	..	450	326	62	119	101	8	290	4	1	1	618	332	175	44	..	..	50	17	..	1	322	15	2
	DUNSYRE.			47																						
243	Dunsyre - - - -	P.	5	..	30	40	8	11	12	4	35	1	..	..	157	55	21	5	..	..	75	2	..	..	58	5	6
	EAST KILBRIDE.			618																						
2723	Auldhouse - - -	P.	3	..	100	69	9	21	30	..	60	1	1	..	240	79	37	9	..	..	104	11	..	..	76	18	9
3582	East Kilbride - - -	P.	3	..	326	304	31	94	117	19	261	5	3	2	868	345	161	40	..	..	281	37	..	2	335	8	10
1191	Jackton - - - -	P.	3	..	83	53	8	20	19	..	47	1	..	..	192	54	29	7	..	..	91	10	..	..	51	13	3
3468	Maxwellton - - - -	P.	3	..	106	57	12	21	20	..	53	1	1	..	219	60	32	48	..	..	76	4	..	..	57	2	6
	GLASGOW (Burgh).			114895																						
2574	Abbotsford - - - -	P.	2	..	1826	1880	208	548	758	98	1612	34	..	4	5007	1973	951	460	..	..	1560	63	..	..	2042	7	7
4856	Adelphi Terrace - - -	P.	10	..	1877	1197	171	379	487	..	1037	22	..	..	3588	1178	632	134	..	..	1591	54	..	..	1177	9	11
2027	Alexander's - - -	P.	5	..	927	668	92	208	258	..	558	13	2	1	2192	609	322	80	..	..	1168	13	..	..	632	6	2
5479	Alexandra Parade - -	P.	1	..	1485	1490	192	531	474	44	1241	23	..	6	3498	1599	762	184	..	..	985	18	..	..	1554	10	6
2558	Anderston - - - -	P.	1	..	886	607	75	193	288	..	506	12	..	2	1847	626	317	75	12	..	788	21	..	10	597	5	3
2239	Annfield - - - -	P.	3	..	1500	1414	220	474	506	27	1227	23	1	4	3868	1405	732	180	..	..	1493	58	..	..	1466	7	3
1101	Barrowfield - - - -	P.	10	..	1059	961	131	298	375	..	804	16	..	2	2462	969	508	112	..	..	842	30	..	..	926	7	2
4468	Bishop Street - - -	P.	3	..	1380	963	138	313	388	..	839	18	..	6	3079	1037	534	132	..	..	1331	33	..	12	989	11	1
6489	† Bridgeton - - - -	P.	12	(For P	hysica	lly an	d me	ntally	Defe	ective	Child	ren.)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1105	Calton - - - -	P.	11	..	1512	1220	147	390	512	7	1056	24	..	2	3622	1232	638	141	..	..	1570	42	..	..	1312	3	3
88	Camlachie - - - -	P.	10	..	1368	806	84	259	330	..	673	16	..	..	2356	860	446	104	..	..	912	34	..	..	806	16	7
1334	Camden Street - - -	P.	1	..	1570	1657	159	596	648	64	1462	29	..	5	4549	1887	908	212	..	..	1518	34	..	..	1895	1	3
160	Campbellfield - - -	P.	2	..	876	805	114	241	330	..	685	15	1	2	2239	751	375	192	..	..	901	20	..	..	798	13	6
1197	Centre Street - - -	P.	1	..	1519	1334	165	441	545	..	1151	25	..	5	3506	1301	672	162	..	..	1325	47	..	..	1310	1	10
1102	Crookston Street - -	P.	1	..	1757	1841	212	563	701	74	1550	32	..	6	4958	1836	918	206	..	..	1945	54	..	..	1980	8	9
2555	Dalmarnock - - -	P.	2	..	1309	1348	211	436	483	31	1161	24	..	1	3750	1355	689	222	..	..	1354	30	..	..	1415	7	4
1181	Dennistoun - - - -	P.	1	..	1489	1325	192	505	489	20	1156	25	..	..	3705	1406	705	164	..	..	1396	35	..	..	1387	7	2
4396	Dobbies Loan - - -	P.	10	..	1175	1062	208	289	405	..	902	18	..	6	3219	1073	559	125	..	..	1434	28	..	..	1066	17	7
841	Dovehill - - - -	P.	11	..	1205	814	133	253	307	..	693	16	..	*1	2793	889	427	102	29	..	1371	25	..	..	800	4	2
6010	Dunard Street - - -	P.	10	..	1440	1302	208	473	414	20	1115	23	..	6	3176	1261	688	142	..	..	1055	30	..	..	1325	11	11
6379	Elmvale - - - -	P.	9	—	1440	958	208	323	281	15	822	18	..	1	2675	611	374	54	..	..	1611	24	..	..	964	11	3
4492	Finnieston - - - -	P.	1	..	1219	1176	179	379	482	37	1027	25	1	3	4033	1348	688	149	..	..	1821	32	..	..	1479	15	7
4442	Freeland - - - -	P.	2	..	395	414	64	114	180	..	358	8	..	1	1040	404	201	100	..	..	326	9	..	..	417	17	10
6285	Garnetbank - - - -	P.	9	..	1082	637	95	238	219	..	552	11	..	4	1630	558	308	64	..	..	684	16	..	..	681	18	4
6486	Golfhill - - - -	P.	9	..	1458	964	230	388	217	12	842	21	..	1	2699	220	162	46	..	..	2257	13	..	..	962	1	1
2007	Gorbals - - - -	P.	2	..	1355	1283	204½	374	545	..	1123	24	..	3	3736	1353	675	329	..	..	1303	60	..	16	1339	6	8
339	Greenside Street - - -	P.	3	..	817	825	109	294	317	..	720	15	..	5	2167	813	433	106	..	..	785	31	..	..	829	19	7

* New School—Grant from 1st October, 1905. † New School Grant to run as from 1st August 1905.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1903-1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																						
	GLASGOW (Burgh)—*cont.*																						
940	Grove Street	P.	9	..	1265	1322	146	411	580	17 1154	24	..	5	3472	1366	708	164	..	..	1174	46	..	16	1435 19 1
6474	*Haghill	P.	11	..	..	..	..	..	..	.. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6453	Hayfield	P.	5	..	600	560	133	230	100	.. 468	12	..	..	1497	330	208	51	..	..	902	11	..	..	501 4 6
269	Henderson Street	P.	2	..	986	709	89	193	317	.. 599	13	..	..	2025	710	343	184	..	..	774	15	..	..	701 4 9
2078	Hozier Street	P.	12	..	918	885	135	290	324	.. 749	16	..	3	2207	786	419	89	..	..	891	21	..	2	857 4 9
385	John Street, Bridgeton	P.	6	..	1277	1498	90	530	751	.. 1371	24	..	7	5432	1840	898	228	..	..	2437	39	..	..	1710 2 8
385 H.G.	¶John Street, Bridgeton H.G.	H.G. P.	6	..	435	295	..	..	..	272 272	11	..	..	2277	897	155	39	..	..	653	159	..	375	1085 0 5
4045	Kay	P.	2	..	551	402	53	113	172	.. 343	9	..	2	1460	420	201	109	..	..	706	11	..	12	404 7 2
4545	Kelvinhaugh	P.	12	..	1013	604	88	183	237	.. 503	13	..	4	2227	589	297	74	..	..	1248	19	..	..	592 14 11
1103	Kennedy Street	P.	11	..	1643	1557	225	525	527	52 1329	29	..	6	4778	1637	800	191	..	..	2105	40	..	..	1644 9 7
705	Kent Road	P.	6	..	1606	1685	213	572	701	.. 1486	31	..	2	6148	1817	898	225	..	..	3195	13	..	..	1847 4 9
705 H.G.	¶Kent Road, H.G.	H.G. P.	6	..	392	300	..	..	3	266 269	10	..	..	1907	627	110	28	..	..	688	80	..	375	1025 3 1
4484	Keppochhill	P.	2	..	1246	839	122	253	305	38 718	18	..	3	2453	782	408	189	..	..	1042	33	..	..	911 7 8
3968	Martyrs'	P.	12	..	1015	1008	153	313	396	.. 862	16	..	5	2665	1018	503	125	..	..	990	28	..	4	1009 8 3
1855	Mathieson Street	P.	12	..	900	928	123	319	360	27 829	15	..	4	2582	1022	502	115	..	..	912	31	..	..	1045 17 2
278	Milton	P.	11	..	1140	1039	146	322	428	.. 896	19	..	2	3309	1065	558	121	..	..	1540	25	..	..	1048 3 8
4644	Napiershall	P.	1	..	1392	1416	196	464	518	52 1230	25	..	4	3966	1536	723	171	..	..	1501	35	..	1	1539 19 10
5650	Newlands	P.	1	..	1472	1419	171	460	623	17 1271	23	1	1	3447	1573	765	186	..	..	883	41	..	..	1559 16 5
2512	Oakbank	P.	2	..	1534	1483	198	474	571	.. 1243	25	..	3	3533	1450	740	368	..	..	935	44	..	..	1440 19 6
1107	Oatlands	P.	5	..	1800	1548	182	464	651	67 1364	30	..	3	4602	1705	867	217	..	..	1769	45	..	..	1789 . 10
1576	Overnewton	P.	1	..	975	899	146	304	288	18 756	17	..	5	2703	929	450	113	..	..	1181	21	..	..	915 11 7
4548	Parkhead	P.	3	..	1213	1081	138	389	418	7 952	18	..	1	2993	1332	684	168	..	..	780	29	..	..	1106 10 7
2026	Petershill	P.	3	..	1201	1394	231	429	509	63 1232	25	..	1	3549	1453	693	174	..	..	1197	31	..	..	1588 14 7
6431	Provanside	P.	6	..	1256	1307	179	405	543	.. 1127	23	1	..	3836	1351	698	175	..	..	1573	34	..	5	1292 0 10
6431 H.G.	¶Provanside, H.G.	H.G. P.	6	..	180	141	.	..	..	125 125	6	..	..	1220	316	63	16	..	..	600	65	160	..	451 15 8
6440	Quarry Brae	P.	9	..	1476	397	81	158	91	8 333	14	..	..	1136	89	81	53	..	..	907	6	..	..	369 9 9
4014	Queen Mary Street	P.	3	..	1130	1208	179	362	460	27 1023	21	..	5	3068	1258	625	155	..	..	1018	32	..	..	1247 10 3
3767	Rockvilla	P.	12	..	926	651	97	217	255	.. 569	13	..	..	2027	673	353	79	..	..	898	23	..	..	647 1 7
4311	Rosemount	P.	2	..	1203	957	157	319	343	.. 819	18	..	..	2341	930	472	234	..	..	671	26	..	..	961 10 8

2809	Rose Street	P.	3	..	686	670	81	223	264	..	568	13	1	2	1023	631	383	52	..	..	857	20	..	..	650	12	5
1198	Rumford Street	P.	10	..	1220	1229	157	388	503	..	1048	21	..	3	3551	1265	679	144	..	..	1453	40	..	..	1223	2	4
4550	St. David's	P.	2	..	579	611	90	203	231	..	524	10	..	..	1749	610	307	153	..	..	662	17	..	..	625	15	11
4547	St. George's Road	P.	4	..	1546	1363	188	396	562	44	1190	24	..	6	3906	1557	748	188	..	..	1437	71	..	..	1491	3	0
2295	St. James'	P.	10	..	1396	1224	160	409	448	29	1052	22	1	5	3010	1242	651	136	..	..	944	37	..	..	1274	7	7
4503	St. Rollox	P.	1	..	807	320	125	251	334	..	710	14	..	4	2161	820	421	98	..	..	795	26	..	1	880	14	8
3904	Shield's Road	P.	11	..	894	947	118	330	355	35	838	17	..	6	2681	1014	512	119	..	..	1009	27	..	..	1026	6	8
6403	Sir J. Neilson Cuthbertson	P.	9	..	612	541	85	220	151	..	456	11	..	4	1469	472	238	42	..	..	659	13	..	..	506	10	8
4156	Springbank	P.	3	..	1256	1086	189	335	408	19	946	20	..	3	3165	1071	568	189	..	..	1366	21	..	..	1105	9	5
1099	Springburn	P.	3	..	1507	1553	217	433	576	41	1317	25	..	6	4233	1664	811	200	..	..	1507	50	..	1	1640	7	7
14	Springfield	P.	10	..	1628	1810	287	618	640	47	1592	31	..	1	4100	1884	974	208	..	..	986	47	..	..	1910	12	1
6472	*Strathclyde	P.	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1100	Thomson Street	P.	12	..	1566	1306	139	423	544	..	1106	22	..	3	3897	1366	688	161	..	..	1657	25	..	..	1298	8	10
878	Townhead	P.	3	..	1299	1352	180	429	502	50	1161	24	..	5	3639	1428	694	172	..	..	1304	41	..	..	1525	7	7
2943	Tureen Street	P.	2	..	1373	1239	175	425	523	31	1154	24	..	5	4475	1870	654	332	..	..	2085	34	..	..	1478	15	0
4731	Washington Street	P.	1	..	1500	1263	177	425	446	45	1093	23	..	2	3571	1285	636	146	..	..	1461	35	..	7	1358	0	1
2645	Wellpark	P.	1	..	683	581	67	186	255	..	506	12	..	2	1922	724	322	101	..	..	753	22	..	..	599	11	1
4802	Whitehill	P.	6	..	1199	810	..	44	688	..	727	17	1	..	3993	1012	461	115	..	..	2364	41	..	..	987	0	1
4802 H.G.	¶Whitehill, H.G.	H.G. P.	6	..	670	496	..	..	2	445	447	20	..	..	3852	1586	255	64	..	..	959	348	640	..	1769	13	0
6392	Willowbank	P.	9	..	930	439	59	140	145	89	383	11	..	2	1856	376	206	39	..	..	1222	13	..	..	539	0	9
2146	Wolseley Street	P.	12	..	1676	1254	176	433	464	21	1094	24	..	1	3173	1300	678	158	..	..	1003	39	..	..	1276	9	5
6438	Woodlands, Institute for Defective Children	P.	9	..	146	59	..	21	12	..	33	3	..	..	334	73	64	54	..	..	193	..	..	..	154	4	0
932	Woodside	P.	6	..	1602	1407	153	345	729	..	1227	26	1	5	5968	1676	808	202	..	..	2541	49	..	93	1525	5	3
932 H.G.	¶Woodside, H.G.	H.G. P.	6	..	362	315	..	..	..	281	281	13	..	..	2318	710	143	36	..	..	873	157	400	..	946	11	9
4479	Normal Practising, G. A.	C.S.	3	..	1028	644	81	191	242	50	564	14	..	6	1824	713	344	172	150	..	..	17	..	521	718	8	9
2406	United Normal and Model	F.C.	4	..	1035	616	94	194	234	31	553	13	..	6	1943	658	334	246	150	..	..	..	..	555	691	16	6
3884	St. Mary's	E.	4	..	426	465	62	146	188	..	396	6	2	2	1098	433	231	116	..	239	..	35	..	..	452	19	8
472	Bridgeton, Sacred Heart	R.C.	10	..	1543	1631	236	537	566	..	1339	22	5	14	3177	1423	800	358	..	596	..	..	..	..	1494	5	4
4389	Calton, St. Mary's	R.C.	2	..	1955	2024	262	789	657	40	1748	22	10	18	4441	1963	1064	1001	22	268	..	114	..	14	2066	18	10
6484	¶Garnethill Convent	R.C.	6	..	340	140	25	22	44	34	125	4	..	..	756	..	..	..	223	180	..	155	100	..	199	19	6
5622	¶Our Lady and St. Francis	R.C.	6	..	277	144	31	39	57	..	127	3	2	..	466	149	..	20	..	200	..	117	..	..	125	6	9
5622 H.G.	¶Our Lady and St. Francis, H.G.	H.G. R.C.	6	..	222	86	..	..	..	75	75	2	1	..	597	198	..	11	..	100	..	30	118	..	275	18	7
1436	Parkhead, St. Michael's	R.C.	10	..	845	862	192	267	301	2	762	12	1	3	1696	821	609	205	..	14	..	47	..	..	848	5	3
4055	St. Aloysius, Milton Street	R.C.	9	..	1195	861	157	231	295	..	733	7	10	11	1727	823	447	205	..	291	..	54	..	..	829	11	9
822	St. Alphonsus	R.C.	10	..	1273	1042	167	378	339	..	884	12	5	2	2151	910	516	227	15	525	..	37	..	..	972	17	9
2794	St. Andrew's	R.C.	4	..	1141	1172	159	340	443	33	975	14	5	8	2594	1059	570	285	8	567	..	101	..	4	1161	11	6
6348	St. Anne's	R.C.	9	..	1030	969	165	282	343	5	795	13	5	2	2021	854	489	212	..	444	..	21	..	..	873	9	3
174	St. Columba's	R.C.	2	..	888	717	112	213	257	..	582	7	5	10	1610	703	240	364	..	226	..	36	..	..	653	10	10
4062	St. Francis'	R.C.	3	..	2191	2109	307	720	722	50	1799	26	13	13	4967	1789	964	482	11	992	..	78	..	16	2085	12	6
2476	St. John's	R.C.	2	..	1546	1490	233	468	604	..	1305	15	12	5	3147	1385	767	726	..	217	..	53	..	..	1463	14	0
2737	St. Joseph's	R.C.	2	..	1202	1339	303	467	413	..	1183	14	6	15	2179	983	616	578	..	130	..	46	..	..	1311	12	9
6491	*St. Lukes	R.C.	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6469	St. Martin's	R.C.	2	..	492	405	168	160	..	..	328	3	4	3	882	331	198	191	..	202	..	9	..	..	343	9	4
2475	St. Mungo's	R.C.	3	..	1828	2272	352	798	806	..	1956	26	9	12	4403	2139	1145	572	.	438	..	113	..	..	2187	5	9
449	¶St. Mungo's Academy	R.C.	6	..	351	101	7	28	62	..	92	4	1	..	725	97	..	54	..	225	..	265	..	20	105	14	3
449 H.G	¶St. Mungo's Academy, H.G.	H.G. R.C.	6	..	287	102	..	..	..	87	87	5	..	..	1013	329	..	14	..	49	..	215	250	20	340	15	6
3167	St. Patrick's	R.C.	2	..	2254	1530	170	497	637	..	1304	16	12	13	3582	1412	782	719	..	785	..	75	..	..	1469	10	11
4355	Springburn, St. Aloysius	R.C.	10	..	1012	909	179	272	286	8	745	7	5	4	1727	880	392	263	..	163	..	79	..	..	848	8	4
1955	Asylum for the Blind	..	4	..	..	..	1	9	57	..	67	..	..	..	..	..	..	..	..	..	..	..	..	..	397	6	9
2003	Buchanan Institution	..	10	..	416	343	19	101	177	19	316	7	1	..	1259	404	199	90	566	..	..	..	..	..	412	13	8
4754	Deaf and Dumb Institution	..	5	..	..	..	1	43	118	..	162	..	..	..	..	..	..	..	..	..	..	..	..	..	854	17	6

* New School—Grant to run as from 1st August, 1905.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from								Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).														
														£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																						
	GLASSFORD.			260																			
1118	Chapelton	P.	1	..	188	91	13	26	33	3	75	2	..	..	251	85	42	12	..	..	111	..	..	..	82 8 0
3158	Glassford	P.	1	..	148	152	22	56	51	5	134	2	1	2	389	146	79	17	..	..	142	..	6	..	151 0 0
	GOVAN.			37791																			
4030	Abraham Hill's Trust	P.	2	..	820	828	119	302	298	..	719	14	..	6	2103	821	408	201	..	..	648	26	..	..	855 0 3
1824	¶Bellahouston Academy	P.	6	..	1133	693	78	224	286	..	588	13	5	..	2233	649	341	86	..	..	363	793	..	..	672 7 5
1824 H.G.	¶Bellahouston Acad. H.G.	H.G.	6	..	347	230	..	..	..	210	210	9	..	..	2193	728	140	32	..	..	193	278	..	..	809 18 1
		P.																					
2099	Broomloan Road	P.	10	..	1742	1348	224	456	518	8	1206	23	1	11	3898	1358	702	157	..	..	1622	59	..	..	1478 15 2
4236	Copeland Road	P.	12	..	1040	1166	158	409	431	42	1040	18	2	9	3540	1341	626	145	..	..	1881	46	..	..	1360 13 9
5865	Dowanhill	P.	2	..	1579	1510	200	500	624	..	1324	24	1	12	4120	1585	801	386	..	..	1309	39	..	..	1533 18 7
6205	Elderpark	P.	6	..	1304	1387	243	441	513	27	1224	23	4	9	3689	1437	745	186	..	..	1270	50	..	..	1456 6 6
382	Fairfield	P.	6	..	1525	1513	200	524	628	..	1352	25	4	13	3997	1391	862	219	..	..	1490	35	..	..	1464 17 7
382 H.G.	* Fairfield, H.G.	H.G.	6	..	238	112	..	..	..	100	100	6	..	..	1193	..	..	..	..	..	860	..	333	..	360 4 4
		P.																					
2028	Govanhill	P.	12	..	1010	1133	148	368	416	50	982	17	5	6	2796	1212	589	133	..	..	839	23	..	..	1193 5 11
2435	Govanhill, Calder Street	P.	10	..	950	1151	164	369	448	1	982	18	3	8	3080	1039	561	114	..	..	1339	28	..	..	1130 2 7
6429	Greenfield	P.	6	..	1312	1110	191	382	369	..	942	18	1	11	3028	1040	562	133	..	..	1270	23	..	..	1094 6 0
925	Harmony Row	P.	10	..	1012	1115	159	342	473	..	974	18	..	9	2553	1102	549	127	..	..	742	32	..	..	1136 9 7
615	¶Hillhead	P.	5	..	867	803	98	253	327	..	678	14	4	..	2465	690	365	91	..	..	151	1167	..	..	757 5 3
1208	Kinning Park	P.	12	..	1322	1437	178	504	543	38	1263	21	2	8	3769	1448	708	175	..	..	1407	32	..	..	1530 14 1
3966	Lambhill Street	P.	12	..	1514	1447	150	487	579	26	1242	22	3	10	4338	1440	711	172	..	..	1984	31	..	..	1455 13 1
5255	Lorne Street	P.	12	..	1486	1592	170	542	600	79	1391	25	8	11	4105	1688	831	187	..	..	1354	45	..	..	1740 12 8
3320	Partick, Anderson Street, Class for Crippled Children	P.	6	..	.	..	..	26	17	..	43	..	..	..	..	..	..	..	..	..	..	..	..	..	142 17 6
1717	Partick, Church Street	P.	6	..	1308	613	89	201	229	18	537	12	..	7	2245	625	287	72	..	..	1282	28	..	..	989 17 7
900	¶Partick, Hamilton Crescent	P.	6	..	737	573	67	210	216	..	493	11	3	..	2162	521	273	69	..	..	592	708	..	..	559 13 4
900 H.G.	¶Partick, Hamilton Crescent H.G	H.G.	6	..	293	206	..	..	..	185	185	9	..	..	1963	613	130	30	..	..	332	169	689	..	609 12 10
		P.																					
1098	Partick, Rosevale Street	P.	3	..	828	969	164	373	346	..	883	16	1	10	2792	1007	516	131	..	..	1109	23	..	..	1014 0 3
4803	Partick, Stewartville	P.	2	..	1433	1423	204	499	552	25	1280	22	4	7	3465	1472	746	358	..	..	853	37	..	..	1533 1 8
6272	Partick, Thornwood	P.	6	..	1432	1433	200	495	581	..	1276	22	4	8	3809	1405	740	178	..	..	1451	35	..	..	1468 1 0

1846	Pollokshields	P.	1	..	788	634	90	163	276	..	529	11	3	3	2238	695	356	83	..	..	1076	80	..	..	557 10 8
1022	¶Pollokshields, Albert Road	P.	6	..	627	568	67	178	237	..	482	10	2	..	2071	567	281	72	..	..	507	613	..	..	
1022 H.G.	¶Pollokshields, Albert Road, H.G.	H.G. P.	6	..	181	118	..	..	..	107	107	8	..	..	1675	444	74	18	..	..	388	161	589	..	407 16 8
99	Polmadie	P.	11	..	1184	815	143	263	305	..	711	12	1	6	2264	772	402	85	..	..	975	31	..	..	815 10 2
1758	Rutland Crescent	P.	1	..	978	1023	130	352	402	14	898	16	1	9	2578	1088	506	120	..	..	882	33	..	..	1098 1 6
5648	Strathbungo	P.	6	..	1273	1303	158	394	575	..	1127	21	3	12	3849	1269	627	159	..	..	1750	44	..	..	1306 9 5
5648 H.G.	Strathbungo, H.G.	H.G. P.	6	..	236	155	..	..	..	139	139	7	..	..	1446	392	65	16	..	..	477	4	492	..	541 17 10
6478	*Victoria	P.	6	..	1236	1029	280	348	335	..	913	17	1	6	1418	..	..	..	..	..	1409	9	..	..	504 16 5
614	Whiteinch	P.	1	..	1447	1549	217	543	562	47	1369	28	..	12	4188	1658	858	182	..	..	1447	47	..	..	1658 14 0
6113	¶Dowanhill Practising	R. C.	6	..	216	109	11	27	57	..	96	4	..	..	405	80	..	65	..	42	..	98	..	119	108 12 3
6113 H.G.	¶Dowanhill Practising H.G.	H.G. R. C.	6	..	185	127	..	..	..	91	91	3	2	..	500	177	..	15	..	126	..	59	..	123	294 11 0
534	St. Anthony's	R. C.	10	..	1143	1164	129	442	424	2	997	14	7	8	2110	1026	555	258	..	206	..	42	..	..	1116 14 0
6011	St. Saviour's	R. C.	9	..	862	792	147	276	259	..	682	8	6	3	1520	698	384	181	..	234	..	29	..	..	741 11 3
107	Govanhill, Holy Cross	R. C.	10	..	531	461	61	168	161	8	398	4	5	1	1113	414	226	101	4	326	..	42	..	..	465 1 0
1110	Kinning Park, Our Lady & St. Margaret's	R. C.	9	..	1305	1224	155	398	472	13	1033	13	9	..	2367	1120	583	278	..	310	..	76	..	..	1198 14 3
4521	Partick, St. Peter's	R. C.	1	..	1505	1444	295	440	464	36	1235	20	7	16	3235	1453	761	345	..	605	..	71	..	..	1486 5 7
	HAMILTON (Burgh) § 67.			4011																					
4738	¶Academy (Elemy. Dept.)	P.	5	..	185	158	33	66	31	..	130	3	1	..	652	154	85	51	..	..	160	202	..	..	141 18 6
2343	Beckford Street	P.	9	..	842	903	166	285	278	55	784	17	1	1	2176	919	477	103	..	..	677	..	..	..	972 13 11
3933	Bent Road	P.	9	..	716	718	106	232	266	24	623	13	1	11	1932	777	404	90	..	..	659	..	2	..	760 7 3
4578	St. John's, Grammar	P.	11	..	702	713	123	204	198	104	629	13	2	5	1952	800	359	75	..	..	464	..	264	..	890 4 6
2344	Townhead	P.	11	..	993	760	102	310	206	25	643	14	1	6	2023	788	398	90	..	..	752	..	..	..	785 14 4
4197	Hamilton	R.C.	11	..	686	690	126	247	220	..	596	5	4	6	1270	622	380	148	..	91	..	29	..	..	655 19 6
	HAMILTON (Landward).			4473																					
6449	*Auchentibber*	P.	11	..	119	85	32	33	4	..	69	1	..	..	171	39	63	47	..	..	19	2	..	..	69 0 6
2141	Beechfield	P.	10	..	68	40	7	12	18	..	37	2	..	..	228	42	16	5	..	..	165	..	..	..	40 11 6
1426	Ferniegair	P	9	..	464	384	78	111	126	22	337	6	3	2	1026	363	202	43	..	..	416	..	2	..	299 19 4
6399	Glenlee	I.	10	..	996	862	155	271	281	33	740	15	3	4	2456	832	298	98	..	..	1226	..	2	..	886 13 5
326	Greenfield	P.	10	..	1265	919	156	318	291	33	798	16	1	5	2335	857	325	93	..	..	1043	..	..	11	946 9 0
1712	Low Waters	P.	6	..	1021	775	156	244	309	..	709	13	4	2	1863	772	418	104	..	..	531	37	..	..	802 19 9
1712 H.G.	Low Waters H.G.	H.G. P.	6	..	111	71	..	..	..	65	65	2	1	..	559	235	40	10	..	..	72	18	184	..	195 0 9
3576	Quarter	P.	9	..	337	300	45	101	113	11	270	5	2	..	713	305	160	41	..	..	207	..	..	..	316 9 9
4918	Burnbank	R.C.	9	..	650	414	96	142	113	..	351	2	4	3	965	337	191	87	..	324	..	25	..	..	343 16 5
1262	Cadzow	R.C.	11	..	386	389	84	85	155	..	324	4	2	2	802	365	195	96	..	137	..	9	..	..	347 9 1
	LANARK (Burgh) § 67.			984																					
1861	Burgh	P.	6	..	318	176	28	58	61	12	159	2	3	2	544	232	109	27	8	..	162	6	..	..	204 1 9
3253	Grammar	P.	6	..	605	684	120	289	260	..	619	8	5	15	1561	713	350	87	19	..	290	113	..	..	763 4 3
3253 H.G.	Grammar H.G.	H.G. P.	6	..	229	112	..	..	..	101	101	2	3	..	912	400	62	15	90	..	65	..	280	..	438 15 10
3906	Lanark	R.C.	6	..	463	303	70	82	122	..	274	2	4	1	593	274	145	73	..	74	..	27	..	..	298 10 6

* New School.—Grant to run as from 1st January, 1906.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1903–1904.	Grant in Relief of Fees.	Any Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	Scholars Fees and Books and Materials.	Grants from Local Authorities for Secondary and Technical Education.	Other sources.	
									(Senior Division).	(Supplementary Course of Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*cont.*																							
	LANARK (Landward)			831																				
1019	Nemphlar	P.	4	..	53	48	8	20	14	..	42	1	1	..	171	46	20	6	..	..	99	..	..	45 6 6
4152	New Lanark	P.	5	..	193	141	30	38	60	..	128	..	..	..	430	158	41	21	..	..	179	..	..	180 8 0
1834	Smyllum	R.C.	5	..	686	436	68	132	210	20	425	6	4	2	1166	532	265	131	..	225	..	15	..	681 8 10
4756	Smyllum, Blind and Deaf Mutes	R.C.	4	..	..	..	5	18	43	..	66	..	..	..	..	..	..	..	..	..	..	..	..	888 16 0
	LARKHALL § 67.			2693																				
765	Academy	P.	6	..	1082	1170	76	344	502	69	991	16	7	7	2344	829	662	161	..	..	404	91	678	.. 1190 4 10
765 H.G	Academy, H.G.	H.G.	6	..	127	89	..	..	..	72	72	3	1	..	715	..	..	..	..	..	715	..	..	.. 888 4 8
		P.																						
3829	Duke Street	P.	12	..	260	301	48	135	74	..	257	3	2	3	615	296	169	84	..	..	188	8	..	.. 827 7 9
4010	Glengowan	P.	12	..	350	370	66	147	104	..	317	4	..	3	766	378	178	46	..	..	164	8	..	.. 849 18 7
1337	Muir Street	P.	12	..	350	487	78	173	153	..	404	5	1	3	931	422	173	60	..	..	266	8	..	.. 480 18 7
4293	Larkhall	R.C.	12	..	276	301	44	111	110	..	265	3	1	3	708	250	158	68	..	228	..	8	..	.. 888 11 0
	LEADHILLS § 67.			202																				
2239	Leadhills	P.	4	..	261	191	20	68	33	8	109	3	1	..	486	209	100	76	..	..	16	..	..	94 104 8 6
	LESMAHAGOW.			2345																				
2445	Auchinheath	P.	2	..	165	167	26	56	57	..	139	1	2	..	328	140	70	37	..	..	37	..	..	.. 188 13 0
477	Bellfield	P.	2	..	372	413	53	120	147	..	326	4	2	3	851	348	181	80	..	..	310	..	..	98 871 19 6
2353	Bent	P.	2	..	148	118	25	38	38	2	98	2	..	..	270	98	62	28	..	..	80	..	..	.. 108 8 0
1122	Blackwood	P.	2	..	413	309	46	98	110	..	254	5	..	3	686	290	168	74	..	..	108	..	..	.. 278 4 9
518	Hawksland	P.	2	..	105	45	6	17	16	..	39	2	..	..	107	38	28	11	..	..	..	..	..	.. 87 18 6
2601	Kirkfield Bank	P.	4	..	196	161	22	56	52	4	134	2	1	..	400	149	88	41	..	..	148	..	..	.. 181 18 0
521	Lesmahagow, Senior	P.	6	..	316	264	..	87	104	..	231	5	..	1	690	298	118	58	..	..	228	..	..	.. 278 0 8
521 H.G	Lesmahagow, Senior, H.G.	H.G.	6	..	116	74	..	..	..	55	55	2	..	..	404	170	84	8	..	..	117	..	188	.. 299 11 0
		P.																						
2281	Lesmahagow, Junior	P.	2	..	317	298	70	154	86	..	260	4	1	3	580	270	186	89	..	..	..	..	..	.. 286 8 0
3049	Underbank	P.	2	..	287	207	38	70	59	..	167	3	..	2	555	184	102	40	..	..	210	..	..	.. 182 18 7
476	Waterside	P.	2	..	105	52	18	11	15	..	44	1	..	1	140	58	24	11	..	..	94	..	..	.. 60 10 9

1907	Blackwood	R.C.	2	..	139	94	10	27	36	..	73	1	1	..	207	85	44	36	..	30	..	2	..	..	80 15 6
	LIBBERTON.			82																					
3633	Libberton	P.	3	..	72	32	9	9	11	..	29	1	..	..	156	41	15	4	1	..	91	4	..	..	45 16 9
572	Quothquan	P.	3	..	56	23	3	6	11	..	20	1	..	..	81	33	13	3	1	..	31	..	..	..	32 4 3
	MARYHILL § 67			9629																					
1304	Eastpark	P.	10	..	1104	1446	341	423	395	..	1159	22	2	12	3361	1237	726	130	..	.	1237	8	22	1	1282 0 8
6206	Gairbraid	P.	10	..	1174	1056	177	323	352	..	852	19	..	4	2489	857	491	98	..	..	1020	19	10	..	966 8 1
6488	* Garrioch	P.	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..
4478	Maryhill	P.	10	..	802	885	129	285	322	..	736	17	1	5	2534	859	459	107	..	..	1091	7	10	..	844 8 8
5875	North Kelvinside	P.	6	..	1342	1215	187	370	417	37	1011	20	4	5	3126	1200	585	149	..	..	1178	14	..	..	1231 7 11
5875 H.G.	North Kelvinside, H.G.	H.G. P.	6	..	291	175	..	..	2	159	161	5	2	..	1100	406	98	22	..	..	133	1	339	52	571 10 9
956	Possilpark	P.	10	..	1113	1330	234	414	447	..	1095	20	3	6	3345	1259	669	152	..	..	1245	12	8	1	1238 7 0
801	Lambhill, St. Agnes'	R.C.	10	..	795	469	97	144	155	..	396	4	5	2	957	428	237	108	5	160	..	19	..	..	439 18 0
3015	Maryhill	R.C.	10	..	1056	936	193	313	304	..	810	8	6	6	1829	869	488	213	6	250	..	2	..	..	909 6 9
6413	St. Charles'	R.C.	9	..	620	640	164	206	189	..	559	10	2	4	1345	617	359	148	..	187	..	28	..	..	606 12 6
	NEW MONKLAND § 67.			2051																					
729	Avonhead	P.	4	..	191	71	11	21	26	..	58	1	1	..	268	76	42	11	..	..	58	16	..	..	63 7 0
908	Gain	P.	4	..	120	72	14	26	23	..	63	1	1	..	225	71	40	10	..	..	97	8	..	..	67 17 3
3850	*Glenboig*	P.	4	..	308	268	57	78	91	5	231	3	2	3	604	250	134	34	..	..	155	31	..	..	256 13 0
840	Greengairs	P.	4	..	353	369	80	130	97	12	319	4	3	1	782	292	160	40	..	..	235	55	..	..	343 13 9
4065	New Monkland	P.	4	..	225	185	38	58	60	3	159	2	1	1	437	154	84	21	..	..	156	21	..	..	179 6 0
3490	Riggend	P.	4	..	178	155	30	47	54	2	133	1	2	1	404	140	76	19	..	..	149	20	..	..	150 10 0
1042	Roughrigg	P.	4	..	297	258	45	81	91	..	217	2	4	1	698	243	133	33	..	..	257	30	2	..	237 12 9
35	Glenboig, Our Lady and St. Joseph's	R.C.	4	..	203	217	67	59	64	..	190	2	2	..	454	178	116	58	..	95	..	8	..	..	208 1 0
4910	Meikle Drumgray	R.C.	4	..	201	144	40	44	48	..	132	1	1	1	314	118	69	35	..	91	..	2	..	..	140 6 0
	OLD MONKLAND.			11485																					
4222	Baillieston	P.	12	..	620	617	123	194	212	..	529	8	1	5	1273	610	332	68	..	..	187	39	..	38	612 12 3
3818	Bargeddie	P.	12	..	369	316	57	109	116	..	282	7	..	..	925	340	183	39	..	..	299	31	..	32	323 17 3
5876	Blairhill	P.	4	..	728	544	104	188	192	..	484	9	..	3	1278	549	298	71	..	..	309	43	..	8	552 13 0
3568	Calderbank	P.	1	..	417	338	57	112	124	..	293	6	..	2	868	324	172	40	..	..	314	15	..	2	332 11 8
2438	Coatbridge	P.	6	..	1682	919	122	251	399	34	806	15	2	5	2770	1075	550	138	..	..	854	154	..	..	996 10 3
2438 H.G.	Coatbridge, H.G.	H.G. P.	6	..	753	159	..	..	..	115	115	4	1	..	1034	402	66	17	..	..	229	297	..	24	465 0 11
2093	Coatbridge, Langloan	P.	2	..	552	564	105	177	203	..	485	8	2	3	1276	506	280	143	..	..	285	27	31	3	557 15 5
5305	Coatdyke	P.	1	..	584	463	74	129	202	..	405	9	..	3	1342	494	254	58	..	..	500	32	..	5	467 6 8
6450	Dundyvan	P.	4	..	576	496	117	169	145	..	431	9	..	4	1132	350	186	44	..	..	487	31	..	34	479 3 1
2619	Gartsherrie Works	P.	2	..	369	401	77	99	152	..	328	6	..	3	1008	365	193	95	..	..	294	28	10	19	364 13 2
6460	Greenhill	P.	1	..	687	641	143	230	196	..	569	11	..	6	1730	..	320	58	..	..	1327	17	..	8	781 5 6
1385	Mount Vernon	P.	1	..	557	406	67	135	137	..	339	7	1	5	1065	393	206	46	..	..	358	26	..	41	388 5 5
3941	Old Monkland	P.	2	..	259	287	62	75	110	..	247	4	3	2	793	255	137	69	..	..	294	16	..	21	271 1 0
1391	West Maryston	P.	1	..	357	298	56	99	101	..	256	6	..	3	958	292	142	37	..	..	429	28	..	31	292 12 4
4626	Whifflet	P.	2	..	619	688	121	215	251	..	587	10	1	4	1573	705	354	183	..	..	257	33	..	40	671 6 1

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
														£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*cont.*																							
	OLD MONKLAND—*cont.*																							
3153	Gartsherrie	C.S.	5	..	659	680	132	206	209	60 607	10	1	7	1676	785	368	184	..	43	..	110	63	..	797 14 5
108	Baillieston, St. Bridget's	R.C.	1	..	592	545	147	145	187	.. 479	1	9	3	991	532	301	132	..	25	..	26	..	..	524 19 5
162	Coatbridge, St. Augustine's	R.C.	5	..	1070	959	222	278	301	.. 801	9	6	6	2191	965	490	240	7	548	..	37	21	..	870 8 9
2880	Coatbridge, St. Patrick's	R.C.	5	..	767	778	165	241	253	11 670	7	5	7	1566	656	353	176	..	263	..	45		..	755 15 3
931	Tollcross, St. Joseph's	R.C.	1	..	580	414	94	144	124	.. 362	3	5	2	853	371	208	94	..	88	..	46	..	..	392 8 0
876	Whifflet	R.C.	1	..	550	637	120	206	189	.. 515	4	6	5	1128	524	281	151	..	151	..	31	..	..	556 7 9
	PETTINAIN.			50																				
3147	Pettinain	P.	3	..	64	31	6	9	13	.. 28	1	..	..	155	51	20	5	..	..	79	..	..	1	40 10 3
	RUTHERGLEN (Burgh and Landward) § 67.			4485																				
4100	Burgh	P	9	..	1000	615	91	188	210	13 502	11	2	3	1565	490	266	51	40	..	718	..	..	..	596 0 10
799	Eastfield	P.	9	..	604	410	87	126	139	.. 352	8	2	1	1244	414	230	45	..	..	556	..	..	..	394 7 0
883	Farie Street	P.	9	..	1100	985	150	342	306	19 817	14	6	3	2229	908	492	109	..	..	720	..	..	..	944 13 3
3876	Macdonald	P.	9	..	890	905	134	308	334	26 802	14	7	3	2283	943	489	111	..	..	789	..	..	..	962 17 6
2039	Stonelaw	P.	5	..	562	689	106	175	214	40 534	8	4	2	1925	691	284	71	..	..	871	..	..	108	659 2 0
692	Rutherglen	R.C	9	..	758	765	122	251	233	.. 606	7	6	5	1454	696	388	175	..	195	..	..	..	..	663 6 3
	SHETTLESTON § 67.			4824																				
2346	Eastbank	P.	6	..	1243	1031	117	366	407	.. 890	18	3	11	2594	219	412	..	..	..	1959	..	..	4	973 12 11
2346 H.G.	Eastbank, H.G.	H.G. P.	6	..	176	54	..	..	..	44 44	2	1	..	473	74	..	..	..	..	302	..	97	..	162 9 1
4485	Garthamlock	P.	4	..	125	39	8	10	14	.. 32	1	1	..	241	38	23	56	..	..	124	..	..	..	84 5 6
810	*Millerston Combination*	P.	4	..	250	169	25	55	64	.. 144	2	3	..	513	168	92	53	..	..	196	..	..	3	161 16 9
761	Shettleston	P.	4	..	871	833	100	316	301	13 730	16	3*	3	2388	969	506	126	5	..	780	..	..	2	868 11 11
2455	Tollcross	P.	4	..	889	751	97	272	256	37 662	13	2	5	2019	975	501	125	..	..	411	..	..	6	803 14 1
6467	Wellshot	P.	4	..	1476	860	145	297	284	.. 726	20	..	6	2350	..	439	..	..	..	1916	..	..	..	952 2 11
1950	Cardowan, St. Joseph's	R.C.	6	..	284	264	29	94	112	.. 235	3	2	..	580	174	121	60	..	213	..	16	..	..	260 3 0
2898	Eastmuir	R.C.	5	..	537	568	120	174	202	.. 496	4	6	3	1088	499	272	136	..	152	..	28	..	..	553 16 6

	SHOTTS.			2167																							
4241	Benhar	P.	4	..	560	388	60	119	129		303	4	4	3	385	349	130	40	..	..	332	24	2	..	342	6	10
3722	Cleland and Omoa	P.	4	..	523	419	84	130	123	28	374	6	2	3	1017	486	150	60	..	..	268	43	2	..	464	11	5
2341	Greenhill	P.	11	..	250	210	37	69	54	10	170	3	1	2	497	183	97	21	..	..	152	20	23	1	201	2	0
943	Greens	P.	6	..	63	22	7	6	6	..	19	1	..	..	93	36	12	3	..	..	40	1	..	..	34	17	6
611	Harthill	P.	4	..	539	381	84	118	109	9	320	5	2	5	908	355	130	49	..	..	348	14	..	11	361	17	9
4153	Northrigg	P.	2	..	107	53	10	17	16	..	43	1	1	..	144	48	26	47	..	..	24	1	..	..	46	5	6
221	Shotts	P.	4	..	232	202	41	61	68	..	170	3	..	..	434	176	65	24	..	..	160	6	2	..	183	14	6
1590	Cleland	R.C.	2	..	490	421	96	119	146	..	361	2	5	1	1084	383	215	152	..	277	..	7	..	..	385	4	0
	SPRINGBURN § 67.			2425																							
3	Springburn	P.	6	..	999	946	184	288	335	22	824	14	4	5	2119	257	502	..	..	..	1006	..	..	354	887	12	0
3 H.G. 6201	Springburn, H.G. / Wellfield	H.G. / P.	6 / 5	..	113 / 922	63 / 933	.. / 164	.. / 318	.. / 336	57 / 18	57 / 836	2 / 15	1 / 3	.. / 2	417 / 2279	.. / 988	.. / 499	.. / 125	.. / ..	.. / ..	241 / 312	.. / ..	176 / ..	.. / 356	188 / 989	19 / 6	9 / 9
	STONEHOUSE § 67.			739																							
2879	Camuethan Street	P.	1	..	232	248	5	94	101	14	214	4	..	2	529	251	130	29	..	..	83	30	6	..	267	10	3
52	Greenside, Infant	P.	1	..	143	154	97	36	..	..	133	1	1	2	191	115	33	15	..	..	..	..	..	..	119	1	6
3627	*Sandford Joint*	P.	1	..	100	42	6	13	14	3	36	1	..	1	120	44	22	6	..	..	48	..	..	..	44	6	6
4598	Townhead	P.	1	..	230	225	9	72	100	14	195	3	2	1	550	232	123	27	..	..	137	25	6	..	243	1	0
	SYMINGTON.			64																							
2212	Symington	P.	4	..		56	7	19	18	7	51	1	1	..	193	65	30	8	..	..	91	..	..	..	75	12	0
	WALSTON.			65																							
765	Walston	P.	3	..	92	81	10	21	41	6	78	1	1	1	234	100	46	12	..	..	76	..	..	..	109	11	3
	WANDELL and LAMINGTON.			59																							
4208	Lamington	P.	4	..	74	81	7	12	8	1	28	1	..	..	171	43	15	4	..	..	106	..	2	1	46	8	0
4903	Lamington, Female & Infant		4	..	32	17	6	4	3	..	13	1	..	..	61	17	10	5	29	..	..	..	..	..	12	14	0
	WISTON and ROBERTON.			80																							
3604	Roberton	P.	4	..	60	40	4	12	16	3	35	1	..	..	140	49	19	5	..	..	67	..	..	..	58	0	0
4340	Wiston	P.	4	..	69	27	4	10	8	..	22	1	..	..	121	36	12	3	..	..	70	..	..	..	38	17	0
	TOTAL				256671	236207	236053	36424	75408	84169	7867	208863	3764	687	1151	630767	234674	118356	38839	1687	15486	191662	14698	10894	3889	253058	11	10
	LINLITHGOW.																										
	ABERCORN.			171																							
529	Abercorn	P.	10	..	216	141	18	38	41	2	99	2	1	..	360	104	35	13	..	..	197	10	..	1	108	2	3
556	Abercorn, Girls'	..	10	..	64	19	6	6	2	..	14	1	..	..	79	25	5	8	..	40	..	1	..	..	14	4	6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School. £	Income of School derived from									Annual Grant paid at end of School Year 1904–1905. £ s. d.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	
	LINLITHGOW—*cont.*																							
	BATHGATE (Town).			1435																				
3881	*Bathgate*	P.	4	..	892	580	92	175	214	17	498	9	1	2	1178	534	276	69	..	..	299	..	..	..	590 12 8
4091	Bathgate	R.C.	4	..	331	375	105	103	117	..	325	2	4	1	555	288	178	87	..	..	..	15	..	..	303 6 7
3870	Bathgate Academy	..	6	..	980	1050	207	349	342	..	898	12	1	11	1705	902	590	373	..	..	..	..	..	..	1014 8 2
3870 H.G	Bathgate Academy, H.G.	H.G.	6	..	254	114	..	..	..	102	102	4	..	..	1050	281	50	13	480	..	..	..	217	..	578 1 5
	BATHGATE (Landward).			1694																				
3758	Armadale	P.	4	..	1133	1248	254	404	317	49	1024	18	5	7	2288	1068	582	140	..	..	618	..	..	..	1197 3 9
4092	Starlaw	P.	4	..	130	110	39	41	15	..	95	1	1	..	236	89	59	13	..	..	75	..	..	..	96 0 8
	BO'NESS and CARRIDEN § 67.			2540																				
4696	Blackness, Girls'	P.	3	..	35	44	12	17	6	..	35	1	..	..	112	42	26	7	..	..	37	..	..	..	46 4 0
47	Bo'ness	P.	2	..	640	622	89	227	207	..	523	11	..	2	1260	589	322	148	..	..	174	..	..	26	601 15 4
311	Bo'ness Anderson Academy	P.	6	..	125	120	..	..	105	..	105	3	..	..	241	119	60	55	..	..	109	..	..	..	137 1 1
311 H.G	Bo'ness Anderson Academy, H.G.	H.G. P.	6	..	199	147	..	..	..	121	121	4	1	..	1051	384	73	19	80	..	200	..	296	..	468 12 7
4447	Bo'ness, Infant	P.	2	..	221	219	117	69	..	..	186	3	..	2	363	201	121	54	..	..	..	..	..	1	186 1 0
1694	Borrowstown	P.	2	..	298	254	60	82	72	..	214	4	2	1	668	241	130	68	..	..	234	..	..	..	226 19 0
1698	Carriden	P.	2	..	455	480	..	131	236	27	394	8	1	2	1073	515	261	115	..	..	148	7	8	20	509 9 11
3181	Grangepans	P.	2	..	290	279	125	102	..	..	227	4	1	3	495	215	141	60	..	..	60	..	..	20	239 13 6
989	Kinneil	P.	2	..	561	451	90	189	145	13	337	8	..	1	1015	431	223	118	..	..	220	8	..	25	450 16 9
6482	Bo'ness, St. Mary's	R.C.	2	..	200	180	32	46	62	..	140	1	3	1	492	161	89	62	..	114	..	7	..	..	158 13 0
	DALMENY (Burgh).			721																				
4375	Dalmeny	P.	10	..	228	235	37	66	84	..	187	3	1	..	498	199	107	25	..	..	167	..	..	..	206 17 6
2401	South Queensferry	P.	10	..	374	438	80	127	155	1	363	7	2	1	907	394	225	47	80	..	301	..	..	..	397 11 9

	Ecclesmachan.				151																						
4606	*Craigbianing* - - -	P.	3	..	52	45	19	20	..	..	39	1	..	..	78	34	20	5	..	..	19	..	..	..	38	12	0
2756	Ecclesmachan - - -	P.	3	..	134	132	19	37	53	..	109	2	..	..	251	119	65	16	..	..	51	..	..	..	119	16	3
	Kirkliston.				889																						
265	Kirkliston - - -	P.	3	..	383	260	48	75	100	..	223	4	3	..	750	263	142	36	..	..	309	..	..	..	250	18	7
4733	Newbridge - - -	P.	3	..	209	182	43	56	52	..	151	3	1	..	393	148	84	21	..	..	140	..	..	..	160	13	0
4732	Newhouses - - -	P.	3	..	100	104	17	35	38	..	90	2	1	..	216	93	53	13	..	..	56	..	..	..	98	10	6
2654	Winchburgh - - -	P.	4	..	536	374	79	111	121	17	328	6	3	..	910	331	171	43	..	..	355	8	7	..	394	16	5
6458	Winchburgh - - -	R.C.	6	..	216	94	26	24	29	..	79	1	1	1	251	63	46	23	..	61	..	4	..	..	87	6	1
	Linlithgow § 67.				1747																						
2589	Bridgend - - - -	P.	1	..	452	302	63	90	88	12	253	5	3	2	894	286	131	40	..	..	420	16	..	..	297	13	10
3068	Linlithgow - - -	P.	3	..	1051	835	141	260	279	14	694	12	4	8	2136	877	465	115	..	..	640	35	..	4	806	10	11
4693	St. Joseph's - - -	R.C.	6	..	207	183	31	53	76	..	160	1	3	..	301	141	80	41	..	33	..	6	..	..	146	6	5
	Livingstone.				640																						
3946	Blackburn - - - -	P.	4	..	312	270	47	64	105	..	216	3	3	..	582	246	132	33	..	..	171	..	..	..	241	8	6
2746	Livingstone - - -	P.	4	..	177	165	29	53	59	..	141	2	1	..	308	137	76	19	..	..	166	..	..	..	153	2	9
6425	Seatfield - - - -	P.	4	..	143	118	33	53	14	..	100	1	2	..	215	89	58	15	..	..	53	..	..	..	103	6	0
	Torphichen § 67.				751																						
907	Blackridge - - - -	P.	3	..	456	362	78	112	97	6	293	5	2	1	811	310	169	42	..	..	290	..	..	..	330	10	8
2671	Torphichen - - - -	P.	3	..	195	172	38	54	52	..	144	3	..	2	404	163	87	22	..	..	132	..	..	..	155	11	9
6439	Westfield - - - -	P.	3	..	150	126	29	40	45	..	114	1	2	1	306	125	69	17	..	..	95	..	..	..	122	10	9
4027	Woodend - - - -	P.	3	..	128	105	21	34	40	..	95	2	..	1	264	106	59	15	..	..	84	..	..	..	108	9	9
	Uphall.				2365																						
289	Broxburn - - - -	P.	2	..	1506	1485	299	434	481	59	1273	25	2	9	3030	1535	814	361	..	..	320	..	..	..	1585	11	8
3974	Uphall - - - -	P.	4	..	433	365	46	132	127	12	317	8	..	2	1168	358	191	48	..	..	570	..	..	..	377	8	2
6012	Uphall Works, Infant -	P.	4	..	123	43	31	7	..	..	38	1	..	..	118	36	23	6	..	..	58	..	..	..	37	1	3
229	Broxburn - - - -	R.C.	9	..	435	479	79	141	163	..	383	5	1	8	887	444	240	113	..	63	..	33	..	..	430	10	0
	Whitburn § 67.				1551																						
1378	East Benhar - - -	P.	6	..	206	144	27	39	53	..	119	2	1	..	336	149	83	41	..	..	56	7	..	..	129	3	3
6454	Fauldhouse - - -	P.	2	..	690	489	84	155	152	27	418	8	1	3	1100	523	235	68	..	..	207	16	..	..	499	7	6
860	Longridge - - - -	P.	10	..	147	107	28	36	29	5	98	1	1	2	246	114	61	15	..	..	56	..	..	..	117	3	3
6433	Stoneyburn - - - -	P.	4	..	200	175	37	56	55	..	148	3	..	2	375	167	91	23	..	..	76	18	..	..	164	1	3
2640	Whitburn - - - -	P.	4	..	536	477	99	145	139	9	392	7	4	2	1096	439	236	59	..	..	359	3	..	..	444	19	3
4854	Fauldhouse, St. John's -	R.C.	9	..	149	158	52	33	38	..	123	1	1	1	312	122	80	33	..	..	..	5	..	..	128	14	0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									Total.					£	£	£	£	£	£	£	£	£	£ s. d.
	NAIRN.																							
	Ardclach.			148																				
4234	Campbell's	P.	4	..	70	31	5	4	15	1	25	1	..	..	164	40	13	3	67	..	41	..	..	..	44 2 3
4757	Dulsie	P.	4	..	42	12	2	3	6	..	11	p	..	..	49	27	7	2	..	..	13	..	..	..	27 3 0
3745	Ferness	P.	4	..	60	57	9	17	22	3	51	1	1	..	207	69	30	8	..	..	101	..	..	..	76 4 0
602	Fornighty	..	4	..	66	47	8	15	19	..	42	1	..	..	73	50	22	11	..	..	..	..	..	..	54 12 3
	Auldearn.			283																				
2966	Auldearn	P.	4	..	197	180	30	50	58	21	159	3	1	2	449	180	86	51	..	..	132	..	..	..	207 0 0
2317	Moyness	P.	4	..	77	33	9	12	9	..	30	1	1	..	149	47	20	5	..	..	77	..	..	..	42 5 9
	Cawdor.			165																				
554	Barivan	P.	4	..	37	18	2	6	9	..	17	1	..	..	70	28	10	3	..	..	30	..	..	..	27 14 0
3020	Cawdor	P.	4	..	136	149	27	34	59	15	135	2	1	..	305	160	75	19	..	..	51	..	..	..	160 0 10
1205	Clunas	P.	4	..	48	11	2	4	3	..	9	p	..	..	66	25	6	2	..	..	33	..	..	..	24 4 9
	Nairn (Burgh) § 67.			729																				
3307	Church Street	P.	3	..	402	433	79	122	125	52	378	6	1	5	883	376	214	54	..	..	239	..	..	..	513 12 0
360	Monitory	P.	3	..	470	383	96	98	101	3	298	5	..	5	655	213	170	42	6	..	124	..	..	..	334 7 7
2001	St. Mary's	R.C.	4	..	50	42	8	16	11	..	35	p	..	..	66	36	20	60	..	4	..	..	..	..	37 9 3
	Nairn (Landward).			298																				
331	Delnies	P.	4	..	138	105	19	36	36	..	91	2	..	..	184	101	55	14	..	..	14	..	..	..	94 10 5
1067	Geddes	P.	4	..	92	73	12	27	23	..	62	1	1	..	168	64	36	49	..	..	15	..	..	..	65 2 3
	Total			1623	1935	1574	308	444	496	95	1343	27	6	12	3485	1516	765	322	72	4	870	..	..	..	1708 11 4

ORKNEY.

	Cross and Burness § 67.			248																					
708	*Burness*	P.	5	..	101	38	5	15	12	2	34	1	..	..	196	43	20	45	..	..	66	..	..	21	46 5 6
807	*Cross*	P.	5	..	60	32	4	12	11	3	30	p	..	..	89	55	19	5	..	..	..	..	..	11	54 2 6
2086	*North Ronaldshay*	P.	5	..	96	64	8	23	20	6	57	1	..	1	132	74	32	8	30	..	..	..	..	3	80 17 6
	Eday § 67.			108																					
4056	North	P.	5	..	90	21	1	6	9	..	16	1	..	..	94	42	13	3	..	..	35	..	..	..	24 12 9
4906	North Pharay Side	P.	5	..	25	12	3	3	4	..	10	p	..	..	46	21	5	1	..	..	19	..	..	..	27 13 6
2717	South	P.	5	..	90	52	6	11	18	6	41	1	..	2	145	68	26	6	30	..	14	..	..	1	70 12 0
	Evie and Rendall § 67.			161																					
789	Costa	P.	5	..	65	36	8	12	10	..	30	1	..	..	103	48	16	4	..	..	35	..	..	..	52 8 0
3853	Evie	P.	5	..	89	61	12	19	19	4	54	1	..	1	107	62	29	7	..	.	9	..	..	..	74 5 3
1174	Gairsay	P.	5	..	18	6	1	3	2	..	6	p	..	..	47	17	3	1	..	..	25	..	..	..	22 14 0
738	Rendall	P.	5	..	85	53	5	18	15	1	39	1	..	1	104	75	28	7	..	..	..	..	..	..	64 18 6
	Firth and Stenness § 67.			245																					
4366	Firth	P.	4	..	160	111	11	38	32	11	92	2	..	2	270	173	66	17	..	..	15	..	..	..	152 6 6
3849	Stenness	P.	4	..	121	85	16	23	30	2	71	1	1	..	181	98	41	10	..	..	32	..	..	..	108 0 0
	Harray and Birsay § 67.			322																					
228	Birsay	P.	5	..	159	67	5	24	18	3	53	2	..	3	224	76	34	58	..	..	56	..	..	..	83 19 1
2097	*Dounby*	P.	5	..	122	82	9	24	28	5	66	1	..	2	177	100	43	11	..	..	15	..	..	8	91 19 0
3945	Harray	P.	5	..	132	77	3	23	28	6	60	2	..	..	177	82	39	10	..	..	46	..	..	..	84 8 3
3950	Hundland	P	5	..	60	34	6	11	12	..	29	1	..	..	110	44	16	4	..	..	46	..	..	..	52 5 6
	Holm.			139																					
4360	East	P.	4	..	60	27	2	13	4	..	19	1	..	..	77	28	13	3	1	..	32	..	..	..	21 9 6
1015	West	P.	4	..	147	77	4	21	21	14	60	2	..	1	220	122	43	11	5	..	40	..	..	..	108 2 9
	Hoy and Graemsay § 67.			108																					
790	Graemsay	P.	5	..	51	31	1	11	15	..	27	1	..	..	94	61	21	5	..	..	7	..	..	..	51 2 6
1393	Hoy	P.	5	..	40	31	3	10	14	..	27	1	..	..	101	54	18	5	..	..	24	..	..	..	50 9 6
1837	Rackwick	P.	5	..	49	11	2	3	3	1	9	p	..	..	45	26	5	1	..	..	13	..	..	..	27 13 9
	Kirkwall (Burgh) § 67.			609																					
2409	*Kirkwall (Burgh)*	P.	6	..	664	553	101	181	180	..	462	10	..	4	1200	693	340	73	30	..	63	..	..	..	668 12 0
2409 H.G.	¶ Kirkwall (Burgh) H.G.	H.G. P.	6	..	422	181	..	..	..	112	112	3	1	..	855	285	..	12	30	..	384	34	160	..	427 17 10

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Reco.gnised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ORKNEY—*cont.*																								
	KIRKWALL (Landward) and ST. OLA.			126																					
922	Scapa	P.	6	..	53	16	6	6	2	..	14	p	..	..	66	26	5	2	..	..	38	..	..	1	33 14 6
	LADY § 67.			118																					
3291	*Lady, Central*	P.	5	..	140	119	11	39	42	13	105	2	1	2	310	160	60	15	..	..	38	..	..	36	175 2 0
725	*Sellibister*	P.	5	..	105	31	4	7	14	..	25	1	1	..	135	51	16	44	..	..	..	..	..	24	47 15 0
	ORPHIR § 67.			188																					
789	Kirbister	P.	4	..	85	67	4	21	26	5	56	2	..	1	181	91	35	59	..	..	..	..	..	..	92 17 3
721	Orphir	P.	4	..	106	99	10	25	38	10	83	2	..	1	209	123	40	12	15	..	12	..	..	..	141 9 0
	ROUSAY and EGILSHAY § 67.			139																					
302	Egilshay	P.	6	..	50	20	2	6	9	1	18	1	..	..	22	42	13	3	25	..	8	..	..	..	38 14 6
191	Frotoft	P.	6	..	77	9	2	3	3	..	8	p	..	..	81	28	6	2	..	..	45	..	..	..	25 2 9
276	Sourin	P.	6	..	90	37	1	18	11	..	30	1	..	..	106	51	19	5	..	..	30	..	..	..	49 6 3
701	Veira	P.	6	..	30	13	1	6	5	..	12	p	..	..	59	30	7	2	..	..	20	..	..	..	30 13 9
2644	Waabister	P.	6	..	68	25	2	9	12	..	23	1	..	..	82	39	12	3	..	..	28	..	..	..	45 6 6
	ST. ANDREW'S and DEERNESS § 67.			262																					
753	Deerness	P.	4	..	155	99	14	26	28	16	84	2	..	3	279	144	50	13	10	..	62	..	..	1	150 2 0
4259	St. Andrew's	P.	4	..	109	72	9	16	27	5	57	1	1	..	147	100	38	9	4	..	..	..	..	..	96 1[illegible] 6
698	Tankerness	P.	4	..	83	61	10	17	21	3	51	1	1	..	146	75	28	7	45	..	..	..	..	..	79 1[illegible] [illegible]

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	SANDWICK § 67.			179																						
4309	North	P.	5	..	91	62	7	20	25	3	55	1	1	..	167	78	31	48	..	..	10	..	..	..	75	7	9
3353	South	P.	5	..	84	61	9	21	22	4	56	1	1	..	164	76	29	47	..	..	12	..	..	..	87	4	0
5481	Yesnaby	P.	5	..	20	14	1	5	7	..	18	p	..	..	56	31	7	2	..	..	16	..	..	..	32	3	9
	SHAPANSEY § 67.			115																						
3954	Shapansey	P.	5	..	132	78	5	27	26	8	66	2	..	..	200	97	38	59	..	..	6	..	..	..	106	0	0
4073	Shapansey, North	P.	5	..	55	26	1	8	13	..	22	1	..	..	81	50	16	4	..	..	11	..	..	..	44	12	0
	SOUTH RONALDSHAY and BURRAY § 67.			529																						
867	Burray	P.	5	..	178	126	12	41	51	10	115	3	..	2	306	157	72	18	34	..	24	..	..	..	165	9	9
718	Grimness	P.	5	..	91	26	1	8	11	..	20	p	..	..	70	42	14	4	1	..	10	..	..	..	36	11	3
1229	Hope	P.	5	..	185	124	16	38	41	15	105	2	2	2	258	187	64	16	50	..	29	3	..	3	187	3	9
281	Tomison's	P.	5	..	218	55	6	16	18	4	44	2	..	1	260	74	28	7	102	..	48	..	..	..	60	0	6
1547	Wiklewall	P.	5	..	110	81	7	19	35	4	65	2	..	2	224	93	44	11	2	..	74	..	..	..	109	8	0
	STROMNESS § 67.			415																						
1161	Kirbuster	P.	5	..	65	33	3	11	18	..	32	1	..	..	78	55	18	5	..	..	1	..	..	..	57	6	0
2210	Stromness	P.	6	..	489	296	58	88	102	21	269	6	4	3	660	387	152	38	..	..	83	..	..	..	425	13	0
2210 H.G	Stromness, H.G.	H. G. P.	6	..	90	39	..	..	..	35	35	1	..	..	432	164	26	6	60	..	86	..	90	..	156	19	10
	STRONSAY § 67.			250																						
570	Central	P.	5	..	180	132	6	24	55	17	102	3	..	2	354	212	69	17	40	..	13	..	..	2	181	19	0
1733	North, Female and Infant	P.	5	..	80	25	6	13	3	..	22	1	..	..	80	30	14	4	..	..	33	..	..	..	27	6	9
4967	South, Female	P.	5	..	80	44	6	20	10	..	36	p	..	..	83	49	24	6	..	..	3	..	..	..	45	2	0
	WALLS and FLOTTA § 67.			221																						
1567	Brims	P.	5	..	45	32	..	14	13	..	27	1	1	..	111	52	17	4	..	..	31	..	..	7	50	17	9
3616	Flotta	P.	5	..	94	56	5	18	15	7	45	1	1	..	159	66	28	47	..	..	18	..	..	..	66	15	3
3740	North Walls	P.	5	..	68	34	5	10	13	1	29	1	1	..	119	56	19	5	..	..	30	..	..	9	53	15	9
2088	South Pharay	P.	5	..	33	7	1	1	2	1	5	1	..	..	60	24	4	1	..	..	28	..	..	2	21	5	9
3640	South Walls	P.	5	..	123	69	8	20	23	5	56	1	1	1	206	101	34	49	..	..	23	..	..	..	100	2	3
	WESTRAY and PAPA WESTRAY § 67.			402																						
2749	East Side (Skelwick)	P.	6	..	90	68	6	21	24	6	57	1	1	..	144	81	45	48	2	..	..	..	..	..	91	18	6
551	Papa Westray	P.	6	..	80	42	5	17	16	..	38	1	..	1	105	58	30	6	2	..	10	..	..	..	59	7	6
553	Pierowall	P.	6	..	180	158	19	49	57	11	136	2	..	3	328	198	106	20	3	..	2	..	..	..	214	17	3
3783	West Side (Midbea)	P.	6	..	104	44	4	12	20	1	37	1	..	..	152	70	34	6	2	..	40	..	..	..	61	4	6
	TOTAL			4884	7022	4106	493	1219	1383	382	3457	94	18	41	11641	5797	2168	960	521	..	1846	37	250	131	5932	2	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	PEEBLES.																								
	DRUMELZIER			31																					
3139	Drumelzier	P.	4	..	58	32	4	11	12	..	27	1	..	..	108	40	14	4	1	..	49	—	..	..	44 13 6
	EDDLESTON.			100																					
224	Eddleston	P.	4	..	124	87	13	27	36	..	76	2	..	..	306	88	42	11	..	4	118	3	..	40	94 11 0
	INNERLEITHEN.			715																					
3195	Innerleithen	P.	5	..	675	389	82	103	140	17	342	7	2	1	952	401	211	53	..	..	284	4	..	..	307 7 6
1053	Leithenhope	P.	4	..	32	11	2	4	4	..	10	1	..	..	82	25	5	1	..	..	50	..	..	..	25 17 0
3500	Walkerburn	P.	5	..	345	238	37	69	83	4	193	3	3	..	592	223	118	29	..	..	222	..	..	..	222 1 1
	KILBUCHO, BROUGHTON, and GLENHOLM			114																					
2858	Broughton, Central	P.	4	..	120	54	7	20	18	5	50	2	..	..	245	64	30	48	..	..	95	..	9	..	64 16 3
2828	Glenholm	P.	4	..	40	19	4	8	6	..	18	1	..	..	91	37	12	3	..	..	39	..	..	..	33 16 0
	KIRKURD.			49																					
9	Kirkurd	P.	6	..	67	50	8	10	21	..	39	1	1	..	214	54	26	46	..	..	58	..	..	29	50 6 0
	LYNE & 67			24																					
109	Lyne	P.	4	..	70	44	8	16	14	.	38	1	..	..	147	48	19	5	..	..	75	..	..	..	54 0 0

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	MANOR				53																				
4338	Manor	P.	4	..	56	47	8	15	18	..	41	1	..	..	184	56	24	6	..	..	98	..	..	..	59 14 0
	NEWLANDS				92																				
2612	Lamancha	P.	6	..	99	64	6	19	30	..	55	1	1	..	195	75	35	49	..	..	26	..	..	..	72 8 0
179	Newlands	P.	6	..	90	45	10	11	19	..	40	2	..	..	198	50	20	55	..	..	73	..	..	..	50 18 0
	PEEBLES				958																				
2336	Peebles	P.	5	..	1271	818	162	250	257	40	709	14	3	6	2352	854	421	105	..	..	906	42	..	23	865 10 8
	SKIRLING				40																				
6	Skirling	P.	4	..	88	40	13	14	12	..	39	1	..	..	133	53	23	6	..	..	52	..	..	..	53 18 0
	STOBO.				74																				
4385	Stobo	P.	4	..	68	46	7	12	18	..	37	1	..	..	174	51	21	5	..	..	97	..	..	..	53 2 0
	TRAQUAIR.				123																				
4322	Traquair	P.	4	..	104	58	5	16	30	..	51	2	..	..	311	50	29	47	..	..	183	2	..	..	53 10 0
1960	Kirkburn	..	4	..	62	33	4	10	14	..	23	1	..	..	92	50	20	10	..	12	..	..	..	..	44 0 0
4210	The Glen	..	4	..	33	20	4	5	9	..	18	1	..	..	83	36	13	6	..	28	..	..	..	..	33 10 0
	TWEEDSMUIR.				64																				
121	Tweedsmuir	P.	6	..	80	64	4	26	22	..	52	2	..	..	239	77	31	59	..	..	71	1	..	..	83 3 6
	WEST LINTON.				181																				
2348	West Linton	P.	6	..	112	103	17	29	39	10	95	3	..	..	439	125	57	54	10	..	155	..	..	37	124 13 4
2791	West Linton	E.	6	..	68	37	11	8	14	..	33	1	1	..	146	31	19	49	..	47	..	..	..	..	35 2 6
	TOTAL				2618	2667	2299	416	683	816	76	1991	49	11	7	7281	2488	1190	651	11	91	2661	51	9	130	2516 18 4
	PERTH.																								
	ABERDALGIE.				52																				
2709	Aberdalgie	P.	4	..	101	29	8	8	10	..	26	1	..	..	91	37	12	3	..	..	40	..	..	..	42 13 6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903-1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*cont.*																							
	ABERFOYLE.			199																				
348	Aberfoyle	P.	6	..	120	127	25	36	53	..	114	2	1	..	328	122	71	17	..	..	116	..	..	1	124 2 9
20	Kinlochard	P.	6	..	65	40	4	15	16	..	35	1	..	1	105	52	20	5	..	..	28	..	..	..	53 14 6
6123	Slate Quarries	P.	6	..	54	52	19	18	12	..	49	1	..	..	117	53	29	7	..	..	27	..	..	..	65 14 0
	ABERNETHY.			234																				
4379	Abernethy	P.	2	..	353	162	25	60	51	7	143	3	..	1	488	177	80	46	..	..	185	..	..	..	172 4 7
	ABERNYTE.			53																				
2559	Abernyte	P.	5	..	92	83	17	29	20	9	75	2	1	..	255	74	41	10	..	..	131	..	..	..	92 14 6
	ALYTH.			571																				
2242	Alyth	P.	3	..	618	480	91	150	164	22	427	10	..	5	1202	511	255	64	..	..	325	..	43	5	515 9 0
4281	Gauldswell	P.	4	..	48	25	6	7	10	..	23	1	..	..	90	40	14	3	..	..	33	..	..	..	39 16 0
2951	Alyth	E.	11	..	101	70	13	26	21	..	60	2	..	1	155	65	33	18	30	6	..	..	..	..	67 1 9
	AMULREE.			67																				
2279	Amulree	P.	6	..	71	31	3	9	12	2	26	1	..	..	105	51	15	5	..	..	33	..	..	..	54 10 6
3913	Shian	P.	6	..	42	9	2	5	2	..	9	1	..	..	64	23	5	1	..	..	35	..	..	..	24 11 0
	ARDOCH.			161																				
4400	Braco	P.	7	..	164	78	13	21	38	..	72	1	2	..	313	75	41	10	..	..	174	..	13	..	83 8 0
3442	Greenloaning	P.	7	..	75	37	5	12	19	..	34	1	..	..	144	42	25	6	..	..	71	..	..	..	35 12 0

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	ARNGASK.					111																						
4061	Arngask	P.	4	..	150	111	14	30	37	4	85	2	1	..	270	104	55	54	2	..	56	..	..	..	98	15	9
	AUCHTERARDER.					549																						
2391	Aberuthven	P.	4	..	100	83	18	19	29	3	69	2	..	1	229	78	40	10	..	..	102	..	..	..	81	5	9
4016	Auchterarder	P.	11	..	580	429	55	128	161	14	358	8	1	2	1062	404	208	49	..	..	394	6	..	..	440	8	5
	AUCHTERGAVEN.					362																						
3851	Auchtergaven	P.	5	..	312	205	41	68	65	9	183	4	..	..	434	210	107	27	..	..	90	..	..	..	214	0	9
3497	*Stanley Combination*	P.	2	..	250	211	35	77	54	4	170	3	1	..	525	189	107	48	..	10	171	..	..	..	158	8	0
	BALQUHIDDER.					119																						
4188	Balquhidder	P.	3	..	65	41	1	14	14	3	37	1	1	..	252	73	26	46	22	..	72	.	13	..	67	11	6
2403	*Lochearnhead*	P.	3	..	78	78	13	22	26	7	68	1	1	..	252	85	35	49	..	..	78	..	5	..	98	14	6
4067	Strathyre	P.	3	..	50	15	3	4	5	..	12	1	..	..	69	35	11	3	..	..	20	..	..	..	27	13	9
	BENDOCHY.					82																						
584	Bendochy	P.	4	..	75	48	8	8	24	..	40	1	..	..	148	68	28	7	..	..	40	..	..	4	59	6	0
	BLACKFORD.					271																						
74	Blackford	P.	7	..	230	187	18	48	48	..	114	2	1	..	333	117	65	16	..	..	135	..	..	..	124	16	0
4185	Gleneagles	P.	4	..	60	26	4	12	8	..	24	1	..	..	113	38	13	3	..	..	59	..	..	..	41	0	0
2669	Tullibardine	P.	4	.	104	74	12	23	26	..	61	1	1	..	210	62	34	49	..	..	65	..	..	..	66	8	0
	BLAIR ATHOLL.					240																						
2390	Blair Atholl	P.	2	..	205	141	29	31	53	9	122	2	1	..	393	156	73	37	..	..	127	..	..	..	153	16	3
4280	Glenerochty	P.	6	..	32	21	4	7	8	..	19	1	..	..	86	37	13	3	..	..	33	..	..	..	34	8	0
4258	Glengarry	P.	6	..	29	28	6	10	7	..	23	1	..	..	82	35	12	3	..	..	32	..	..	..	39	9	3
4271	Pittagowan	P.	6	..	43	38	4	10	16	..	30	1	..	..	85	47	19	5	..	..	15	..	..	..	46	4	0
4274	Strathtummel	P.	6	..	48	20	2	6	7	1	16	1	..	..	89	41	13	3	..	..	32	..	..	..	34	8	9
	BLAIRGOWRIE.					696																						
2778	Blairgowrie	P.	6	..	726	605	111	180	226	..	517	7	2	9	1408	541	301	77	..	..	489	..	..	..	595	2	0
2778 H.G	Blairgowrie, H.G.	H.G. P.	6	..	157	60	..	..	..	53	53	3	..	..	616	114	25	6	..	..	377	..	94	..	199	13	0
2990	St. Stephen's	R.C.	11	..	176	101	16	20	44	..	80	1	1	..	238	96	50	29	..	63	..	7	..	..	88	3	0
	BLAIRINGONE.					88																						
4534	Blairingone	P.	6	..	128	92	18	30	30	3	81	3	..	..	285	90	46	11	..	..	135	..	..	3	92	8	3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	Perth.—cont.																								
	Callander.			317																					
2463	Callander	P.	5	..	326	231	36	78	94	..	208	4	..	2	682	241	126	34	..	..	280	..	..	..	244 3 6
5659	¶McLaren, High (Elem. Dept.)	P.	5	..	35	47	6	13	13	..	32	2	..	..	167	43	22	55	..	..	48	..	..	..	35 2 9
	Caputh.			166																					
96	Spittalfield	P.	2	..	151	67	15	17	29	1	62	2	..	..	326	71	45	18	..	..	192	..	..	..	68 14 3
482	Wester Caputh	P.	2	..	57	45	10	15	16	..	41	1	..	..	95	44	30	12	..	..	10	..	..	..	44 2 6
3985	Meikleour	P.	4	..	105	38	5	10	19	..	34	1	..	..	113	46	13	5	..	..	49	..	..	..	47 16 3
	Cargill.			262																					
2386	Burreltown	P.	4	..	180	152	25	48	49	8	130	3	..	..	316	154	79	20	..	..	64	..	..	..	152 5 9
3541	Newbigging	P.	4	..	125	84	12	25	32	6	75	1	1	..	284	97	46	11	..	..	129	..	..	..	100 13 6
	Clunie.			120																					
3026	Clunie	P.	4	..	141	89	10	26	33	9	78	2	..	1	282	92	44	11	..	..	134	..	..	..	101 19 3
	Collace			108																					
2033	Collace	P.	4	.	172	117	19	36	42	3	100	1	2	..	310	112	60	15	1	..	119	..	..	2	115 13 6
	Comrie.			311																					
4466	Comrie	P.	1	..	268	225	44	72	66	7	189	3	1	..	475	207	111	24	15	..	118	..	..	..	214 12 0
282	Glenartney	P.	3	..	23	14	3	6	4	..	13	1	..	..	68	30	11	2	..	..	20	..	..	..	23 18 0
929	Glenlednock	P.	3	..	30	18	1	3	9	..	13	1	..	..	54	30	11	2	..	..	12	..	..	..	29 16 5
319	St. Fillan's	P.	3	..	64	51	8	17	18	4	47	1	..	1	177	81	44	8	..	..	44	..	..	..	73 17 0

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	COUPAR ANGUS.				458																					
327	Coupar Angus	P.	2	..	652	502	82	142	1 7	35	416	10	..	2	1211	504	255	120	..	..	276	..	55	1	530	17 6
	CRIEFF.				1030																					
144	Crieff	P.	5	..	482	444	88	124	145	26	383	6	3	3	1062	436	221	55	..	..	350	..	..	..	461	0 5
4441	Innerpeffray	P.	3	..	56	15	4	4	5	..	13	1	..	..	64	28	8	2	10	..	16	..	..	..	28	2 0
4119	Monzie	P.	5	..	132	67	10	21	19	7	57	1	1	..	182	78	31	8	..	..	65	..	..	..	84	16 6
2264	Taylor's Institution	P.	5	..	303	180	36	49	63	..	148	3	2	1	536	163	91	23	..	..	280	..	..	..	159	17 9
4652	St. Columba's	E.	5	..	126	82	19	24	21	..	64	2	..	1	198	73	41	21	..	15	..	..	..	6	68	8 0
4787	St. Dominic's	R.C.	5	..	129	67	15	20	23	..	58	1	1	..	152	58	35	18	..	62	..	3	..	..	62	6 3
	DRON.				40																					
475	Dron	P.	3	..	62	49	11	19	12	1	43	1	1	..	168	40	21	45	..	..	62	..	..	..	47	1 6
	DULL.				396																					
3293	Aberfeldy	P.	2	..	466	240	58	100	120	42	320	7	..	7	1065	403	197	88	60	..	254	..	63	..	423	19 0
2498	Dull	P.	2	..	95	57	9	17	21	2	49	1	1	..	194	60	..	6	..	..	127	..	..	..	66	14 9
270	Foss	P.	6	..	44	17	3	7	3	2	15	1	..	..	97	28	7	2	32	..	28	..	..	..	31	3 3
4639	Styx	P.	3	..	28	19	5	7	6	..	18	1	..	..	89	34	10	2	..	..	43	..	..	..	34	15 3
	DUNBARNEY.				170																					
3426	Dunbarney	P.	1	..	186	149	26	53	54	..	133	2	1	2	387	177	85	20	..	..	104	..	..	1	164	6 10
	DUNBLANE and LECROPT.				633																					
2120	Dunblane	P.	6	..	521	358	62	116	134	7	320	7	1	2	1015	373	188	47	7	..	397	..	..	3	363	0 6
3223	Kinbuck	P.	6	..	128	87	18	31	31	..	80	2	..	1	280	84	47	12	..	..	127	..	..	..	88	6 9
581	Lecropt	P.	2	..	136	96	11	26	43	..	80	2	..	..	267	88	48	23	..	..	104	..	..	5	88	18 3
2107	Dunblane, St. Mary's	E.	10	..	91	96	17	29	36	5	87	2	1	1	241	96	50	25	..	48	..	13	..	10	96	1 0
	DUNKELD and DOWALLY.				201																					
3513	Butterstone	P.	2	..	100	37	6	11	17	..	34	1	..	..	99	47	21	5	..	..	27	..	..	..	52	8 3
4163	Dowally	P.	2	..	107	36	8	13	12	..	33	1	..	..	89	46	23	5	..	..	15	..	..	..	45	15 0
3107	Dunkeld, Royal	P.	4	..	246	186	25	29	48	17	119	3	..	..	531	165	80	50	150	..	86	..	..	..	153	3 6
	DUNNING.				200																					
2483	Dunning	P.	12	..	216	200	38	65	71	4	178	3	1	2	483	212	115	23	..	..	132	..	..	..	210	9 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH.—*cont.*																								
	ERROL.			394																					
4381	Errol	P.	5		200	155	29	41	57	7	134	3	..	1	432	169	83	21	..	..	147	12	..	..	159 2 3
3394	Glendoick	P.	5		120	72	16	22	22	3	63	1	1	..	219	75	41	10	..	..	92	..	..	..	72 4 6
2377	Errol, Female Industrial	..	5		183	112	39	21	39	4	103	2	..	1	203	105	59	30	..	24	..	..	..	14	116 19 3
	FINDO GASK.			61																					
4047	Findo Gask	P.	4		99	56	12	19	14	..	45	1	1	..	221	64	29	47	..	..	81	..	..	..	58 4 0
	FORGANDENNY.			99																					
4263	Forgandenny	P.	1		135	92	8	22	18	2	50	2	1	..	288	68	48	48	..	..	114	..	10	..	57 13 6
	FORTEVIOT.			113																					
576	Forteviot	P.	1		83	74	13	25	21	3	62	2	..	..	211	80	37	12	..	..	82	..	..	..	81 0 3
22	Path of Condie	P.	5		64	37	9	11	6	..	26	1	..	..	114	38	13	3	..	..	59	..	..	..	42 1 0
	FORTINGALL.			85																					
670	Fortingall	P.	6		100	67	13	22	19	4	58	1	..	..	243	81	40	10	..	..	96	..	..	16	83 6 0
	FOWLIS WESTER.			160																					
2975	*Balgowan*	P.	1		84	68	10	23	20	8	61	2	..	..	176	83	39	57	..	..	..	..	..	..	92 0 6
371	Village	P.	1		114	87	5	12	9	5	31	1	..	..	106	52	18	5	..	..	92	..	..	..	49 0 6
3618	Buchanty Glenalmond Subscription	..	4		67	39	6	12	13	..	31	1	..	..	92	46	17	8	..	13	..	..	..	..	40 14 0

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	Gartmore.					115																					
2804	Gartmore		P.	6	..	154	97	19	26	39	..	84	2	1	..	286	97	45	11	..	..	133	..	..	..	96	7	3
	Glendevon.					28																					
963	Glendevon		P.	6	.	46	26	2	8	8	3	21	1	..	..	166	43	15	4	5	..	70	..	12	18	42	8	0
	Inchture.					98																					
2428	Inchture		P.	5	..	185	108	19	32	48	..	94	2	..	..	241	95	52	13	..	..	81	..	..	..	102	11	3
	Innerwick (Glenlyon).					40																					
175	Meggernie		P.	6	..	48	29	2	11	11	1	25	1	..	..	158	61	22	6	..	..	69	..	..	..	66	10	0
	Kenmore.					233																					
2615	Acharn		P.	3	..	117	85	13	29	32	..	74	1	1	..	229	104	47	12	..	..	66	..	..	..	90	17	6
441	Ardeonaig		P.	3	..	51	21	3	8	8	2	21	1	..	..	99	38	13	3	..	..	45	..	..	..	39	10	0
4155	Ardtalnaig		P.	3	..	84	13	1	6	5	..	12	1	..	..	73	30	8	2	..	..	33	..	..	..	28	5	9
421	Fearnan		P.	3	..	65	23	1	9	8	2	20	1	..	..	75	39	11	3	..	..	21	..	..	..	40	1	6
3222	Kiltyrie		P.	3	..	50	14	..	4	5	2	11	1	..	..	90	32	10	2	..	..	46	..	..	..	29	10	0
3259	Lawers		P.	3	..	82	32	4	8	12	2	26	1	..	..	100	44	16	4	..	..	36	..	..	..	47	10	6
	Killin.					246																					
1826	Creanlarich		P.	3	..	94	62	17	15	23	..	55	2	..	..	229	64	28	47	..	..	89	..	..	..	73	14	9
433	Glendochart		P.	3	..	45	38	4	11	16	..	31	1	..	..	157	51	20	5	..	..	80	..	..	..	49	8	6
3216	Killin		P.	3	..	204	86	14	22	30	11	77	3	..	..	458	108	53	53	..	..	243	..	..	..	106	9	6
566	Strathfillan		P.	3	..	50	18	2	6	9	..	17	1	..	..	96	30	8	2	..	..	56	..	..	..	33	18	9
	Kilmadock.					433																					
3082	Deanston		P.	6	..	250	120	26	30	42	7	105	2	2	1	482	137	71	38	..	..	236	..	..	..	125	10	6
1182	Drumvaich		P.	6	..	40	27	6	7	11	..	24	1	..	..	71	41	14	4	..	..	12	..	..	..	40	19	9
4906	Kilmadock (Doune)		P.	6	..	324	201	49	71	56	7	183	3	1	2	463	224	113	28	..	..	98	..	..	..	209	8	6
	Kilspindie.					123																					
260	Kilspindie		P.	5	..	112	87	15	27	31	1	74	2	..	..	213	77	43	11	..	..	83	..	..	..	77	2	0
	Kincardine.					260																					
3408	Blair Drummond		P.	6	..	75	22	4	4	10	..	18	1	..	..	105	36	14	3	..	..	52	..	..	..	29	15	6
3676	Kincardine-in-Monteith		P.	6	..	141	71	6	22	34	..	62	2	..	..	236	78	39	10	..	..	114	..	..	..	69	8	6
4435	*Thornhill*		P.	6	..	157	112	14	34	51	..	99	2	1	..	296	118	39	55	..	..	68	..	..	..	109	14	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from. Annual Grant, 1903-1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904-1905. £ s. d.
	PERTH—*cont.*																								
	KINCLAVEN.			110																					
4454	Kinclaven	P.	4	..	67	30	7	8	15	..	30	1	..	..	161	51	20	5	..	..	86	..	..	..	47 14 3
	KINFAUNS.			96																					
4172	Kinfauns	P.	5	..	100	81	18	31	21	4	74	2	..	..	299	91	44	11	..	..	153	..	..	..	98 2 1
	KINLOCH-RANNOCH.			140																					
1756	Auchtarsin	P.	6	..	29	16	4	6	6	..	16	1	1	..	106	29	8	12	..	..	58	..	..	..	32 3 6
3891	Georgetown	P.	6	..	44	25	6	8	7	1	22	1	..	..	168	62	22	5	..	..	80	..	..	..	51 5 3
3229	Kinloch-Rannoch	P.	6	..	80	45	4	8	22	4	38	2	..	..	276	82	23	48	30	..	93	..	..	..	81 10 6
	KINNAIRD.			47																					
2282	Kinnaird	P.	5	..	121	49	8	16	16	1	41	2	..	..	214	51	22	55	14	..	72	..	..	..	55 18 0
	KIRKMICHAEL.			115																					
2230	*Ballintuim*	P.	6	..	63	32	6	14	11	..	31	1	..	..	134	45	16	4	..	..	58	..	..	..	43 10 3
451	Glenshee	P.	6	..	46	29	8	8	6	5	27	1	..	..	187	53	16	5	..	..	103	..	11	..	57 5 6
3522	Kirkmichael	P.	6	..	120	64	9	15	24	8	56	2	..	..	210	78	34	59	..	..	30	..	9	1	82 14 6
	LETHENDY and KINLOCH.			60																					
3230	Kinloch	P.	4	..	95	46	7	16	10	..	33	1	..	..	194	45	25	6	..	..	117	..	.	..	42 6 6

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	LITTLE DUNKELD.			232																							
869	Balnaguard	P.	2	..	37	21	6	8	7	..	21	p	..	..	74	35	12	3	..	..	24	..	..	..	37	6	3
3557	Dalguise	P.	2	..	56	29	8	6	9	2	25	1	..	..	112	37	12	3	..	..	60	..	..	..	41	14	3
3505	Drumour	P.	2	..	67	24	4	5	11	..	20	1	..	..	95	42	13	3	..	..	37	..	..	..	37	0	9
2257	Little Dunkeld	P.	2	..	200	94	16	26	32	11	85	2	..	2	399	99	48	12	..	..	141	..	..	..	113	7	6
2389	*Murthly Airntully*	P.	2	..	142	77	18	20	16	6	60	2	..	..	228	66	36	49	..	..	77	..	..	..	71	14	0
	LOGIE ALMOND.			105																							
5302	Kinglands	P.	4	..	31	18	1	6	6	..	13	p	..	..	60	30	3	2	..	..	25	..	..	..	29	9	6
196	Logie Almond	P.	4	..	121	110	18	38	35	4	95	2	1	..	299	110	19	15	..	..	149	..	..	..	109	16	0
	LOGIERAIT.			249																							
4063	Grandtully	P.	6	..	130	57	8	19	23	..	50	1	1	..	217	56	31	43	..	..	82	..	..	1	54	18	9
2811	Logieralt	P.	2	..	227	121	12	34	36	18	100	2	2	..	349	121	52	55	..	..	118	..	..	3	135	2	0
3727	Tulloch of Pitnacree	P.	6	..	68	32	11	11	5	..	27	1	..	..	110	25	15	4	..	..	66	..	..	..	27	18	3
1227	Grandtully, Lady Stewart's	C.S.	6	..	48	10	3	3	3	..	9	1	..	..	69	22	4	1	..	41	..	..	..	..	24	9	9
	LONGFORGAN.			369																							
104	Longforgan	P.	5	..	185	138	26	43	46	..	115	2	..	1	324	121	65	16	..	..	121	..	..	1	126	15	0
3070	Mylnefield	P.	5	..	196	173	34	72	54	..	160	2	2	..	460	177	98	25	..	..	146	10	..	3	175	5	6
	MADERTY.			73																							
280	Maderty	P.	1	..	99	56	8	22	11	6	47	1	1	..	184	56	21	48	..	..	59	..	..	..	68	18	3
	MEIGLE			196																							
998	Ardler	P.	4	..	144	88	18	31	21	3	73	1	..	..	194	99	49	12	..	..	33	..	..	..	90	19	3
541	Meigle	P.	4	..	250	194	35	60	63	18	176	3	1	..	509	215	106	26	..	..	160	..	..	2	219	15	3
	METHVEN.			288																							
3845	Almondbank	P.	1	..	151	80	16	24	24	4	68	1	1	..	199	82	47	10	..	..	60	..	..	..	78	14	0
2556	Methven	P.	1	..	257	141	27	47	44	..	118	2	..	2	281	117	63	14	..	..	87	..	..	..	128	17	6
	MONEYDIE.			42																							
3689	Moneydie	P	5	..	60	33	5	10	11	2	28	1	..	..	123	49	28	6	..	..	45	..	..	..	33	19	3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*contd.*																								
	MONZIEVAIRD and STROWAN.			88																					
3306	Monzievaird and Strowan	P.	1	..	133	56	8	16	22	..	46	1	..	..	210	57	25	6	15	..	106	..	..	..	60 10 6
	MOULIN.			401																					
2332	Pitlochry	P.	6	..	502	366	83	120	118	..	321	6	4	1	796	148	191	..	..	..	457	..	..	..	320 8 5
2332 H.G	Pitlochry H.G.	HGP	6	..	36	36	..	..	..	30	30	1	..	..	362	29	17	..	..	..	265	..	51	..	89 16 8
2332	Strathloch	P.	6	..	104	37	4	17	11	..	32	1	..	..	76	40	15	4	..	..	17	..	..	..	47 14 0
	MUCKART.			78																					
546	Muckart	P.	6	..	136	69	12	22	23	4	61	2	..	..	253	61	32	58	12	..	81	..	7	1	81 15 3
	MUTHILL.			259																					
1588	Blairaroar	P.	3	..	40	24	5	7	8	..	20	1	..	..	73	39	13	3	..	..	18	..	..	..	36 10 6
2901	Drummond Street	P.	1	..	267	166	21	55	51	7	134	3	1	..	384	164	89	20	..	2	107	..	..	2	156 1 9
3785	Muthill (*now closed*)	E.	1	..	72	32	13	6	9	..	28	1	..	1	111	33	15	11	..	51	..	..	..	..	27 7 6
	PERSIE.			77																					
3902	Blackwater	P.	6	..	60	26	3	5	16	1	25	1	1	..	192	46	23	4	..	..	120	..	..	..	43 5 3
3914	*Drimmie Combination*	P.	6	..	58	12	2	3	6	..	11	1	..	..	88	20	10	2	..	..	56	..	..	..	27 3 0
2248	Strone of Callie	P.	6	..	86	21	2	7	5	5	19	2	..	..	192	40	18	3	..	..	132	..	..	..	43 2 3

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	PERTH (Burgh)			5831																						
4859	Caledonian Road	P.	12	..	1491	1260	230	371	337	97	1085	24	1	11	3495	1267	621	141	..	..	1452	8	..	7	1445	16	4
4406	Central District	P.	10	..	626	547	83	168	195	8	449	9	1	5	1382	506	177	60	..	..	629	2	..	7	525	13	9
2525	Cherrybank	P.	1	..	190	148	25	53	52	..	130	3	1	2	547	146	73	18	19	..	290	1	..	..	150	10	0
3324	Craigie (Western District)	P.	10	..	632	598	103	127	199	27	516	10	..	6	1541	595	409	66	..	..	468	6	..	3	681	12	5
3453	Kinnoull	P.	10	..	454	411	73	118	159	18	368	9	..	2	1251	441	157	47	..	..	598	6	..	3	453	13	7
2302	Northern District, (Balhousie)	P.	10	..	843	806	141	260	263	17	681	14	1	10	1885	789	285	88	..	..	715	7	..	..	799	16	6
2225	Southern District	P.	11	..	901	737	143	223	258	17	641	12	1	7	1732	786	337	83	..	..	523	3	..	..	762	9	4
3328	St. Ninian's	E.	10	..	305	207	40	60	72	..	172	3	1	2	498	190	111	46	35	24	..	14	..	..	192	3	0
2104	St. John's	R.C.	10	..	353	330	80	89	111	..	240	6	1	..	645	295	171	75	..	201	..	10	..	..	300	19	9
4736	¶Sharp's Institution (Lower Department)	..	4	..	340	261	49	100	81	..	230	6	..	..	624	256	..	69	..	..	..	312	..	..	256	8	10
	PERTH, EAST PARISH (Landward)			68																						
3003	Craigend	P.	1	..	43	37	9	14	10	..	33	1	..	..	128	36	23	4	..	..	67	..	..	..	35	0	6
	PORT OF MONTEITH			115																						
706	Dykehead	P.	6	..	52	19	2	5	10	..	17	1	..	..	161	43	20	4	..	..	94	..	..	..	34	1	0
2225	Port of Monteith	P.	6	..	72	19	3	6	9	..	18	1	..	..	102	28	10	2	..	..	62	..	..	..	34	16	9
3900	Ruskie	P.	6	..	62	22	2	11	7	..	20	1	..	..	99	32	17	3	..	..	41	..	..	..	36	18	9
	RATTRAY § 67.			469																						
3489	Rattray	P.	11	..	485	365	63	108	126	3	295	6	1	2	869	325	178	40	..	..	318	8	..	..	328	0	3
	REDGORTON.			243																						
3868	Pitcairn Green	P.	5	..	112	87	14	26	29	5	74	1	1	..	182	85	45	11	..	..	41	..	..	..	87	9	9
762	Redgorton	P.	5	..	126	85	13	24	29	8	74	1	1	..	257	91	46	12	..	..	96	..	12	..	91	18	9
	RHYND.			89																						
3927	Rhynd	P.	4	..	96	36	5	11	11	..	27	1	..	..	133	44	16	4	..	..	68	..	..	..	44	7	9
	ST. MADOES.			51																						
45	St. Madoes	P.	5	..	120	115	26	36	39	1	102	3	..	..	299	100	54	54	..	..	91	..	..	..	111	17	9
	ST. MARTIN'S.			180																						
3401	*Balbeggie*	P.	5	..	146	119	17	39	36	5	97	2	1	..	239	108	56	14	..	..	61	..	..	..	112	9	6
4024	Guildtown	P.	5	..	132	87	14	29	26	3	72	1	1	..	206	102	48	12	..	..	43		..	..	98	16	9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*cont.*																								
	SCONE.			422																					
330	New Scone	P.	12	..	381	291	60	84	96	10	249	5	2	..	766	295	170	35	..	..	262	..	..	3	238 19 9
561	Stormontfield	P.	5	..	59	47	17	13	9	2	41	1	1	..	101	51	20	5	..	..	24	..	..	..	60 9 3
	TENANDRY.			46																					
2460	Aldgirnaig	C.S.	2	..	68	39	9	11	12	2	34	2	..	..	218	42	24	104	..	..	..	..	..	..	49 3 6
372	Glenfincastle	..	6	..	75	19	3	3	7	..	13	1	..	..	76	37	11	5	..	23	..	..	..	..	29 4 9
	TIBBERMORE.			368																					
3611	Ruthvenfield	P.	5	..	218	89	12	32	29	2	75	2	..	..	258	81	45	11	..	..	121	..	..	..	84 12 9
770	Tibbermore	P.	5	..	152	52	7	17	15	1	40	1	..	..	254	50	23	7	..	..	169	..	..	..	44 17 9
4069	Tulloch	..	1	..	220	112	18	37	45	5	105	3	..	..	415	123	67	35	..	173	..	16	..	..	122 18 9
	TRINITY GASK.			59																					
3339	Trinity Gask	P.	4	..	75	49	4	15	21	..	40	1	1	..	177	59	24	46	..	..	47	..	..	..	59 13 3
	TROSSACHS.			68																					
4347	Trossachs	P.	5	..	56	53	4	19	20	..	43	1	..	..	196	67	29	7	..	..	87	..	7	..	62 15 6
	WEEM.			59																					
6427	Weem Central	P.	6	..	64	32	6	10	13	..	29	1	..	..	190	53	20	5	..	..	112	..	..	..	46 11 .
	TOTAL			21787	23915	19793	3547	6077	6748	796	17167	399	73	105	56863	20694	9998	3901	460	865	20086	446	405	128	21574 5 2

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RENFREW.

	CATHCART.			4886																					
3018	Cathcart	P.	2	..	341	651	89	217	226	14	546	12	2	3	2119	619	317	148	..	..	1085	..	..	..	655 13 1
3418	Crossmyloof	P.	10	..	522	524	89	175	167	28	459	10	1	2	1625	509	181	53	..	..	882	..	..	1	574 17 11
6008	Mount Florida	P.	2	..	1275	969	129	290	404	13	886	17	2	5	2801	968	478	282	..	..	1128	..	..	..	1014 2 6
540	Queen's Park	P.	6	..	1877	1331	138	439	555	..	1132	20	3	8	3531	1330	422	166	..	..	1604	..	..	8	1368 11 8
540 H.G.	Queen's Park, H.G.	H.G. P.	6	..	332	385	..	..	..	331	331	11	..	..	3078	1062	144	46	..	..	1417	..	406	8	1223 14 10
1878	Busby, St. Joseph	R.C.	1	..	162	96	16	29	41	..	86	1	1	..	247	101	55	28	..	50	..	14	..	..	94 5 8
	EAGLESHAM.			183																					
2278	Eaglesham	P.	2	..	220	152	19	43	60	10	132	1	2	..	438	137	73	35	43	..	146	..	..	..	147 17 8
	EASTWOOD § 67.			3578																					
6435	Giffnock	P.	2	..	40	37	11	15	6	..	32	1	..	1	129	37	17	7	..	..	66	..	..	..	34 4 3
3998	Pollok, Academy	P.	2	..	884	786	136	261	277	29	703	14	4	2	1888	953	436	203	..	..	849	47	..	..	853 0 1
8282 4807	Pollokshaws, Sir John Maxwell's	P.	1	..	472	452	53	160	188	..	401	7	2	3	1075	450	287	51	..	..	307	29	..	..	462 14 3
4807 H.G.	Shawlands Academy	P.	6	..	1319	1287	164	412	511	..	1087	21	..	7	3198	1259	854	160	..	..	672	253	..	..	1279 5 3
4807 H.G.	Shawlands Academy, H.G.	H.G P.	6	..	304	218	..	..	5	192	197	7	..	..	1463	469	113	21	..	..	662	..	198	..	723 4 9
3884	Thornliebank	P.	11	..	639	546	102	177	184	26	489	10	1	2	1408	568	295	64	..	..	486	45	..	..	592 12 1
2276	Pollokshaws, St. Conval's	R.C.	2	..	569	585	94	182	198	19	493	6	6	2	1165	545	261	206	..	118	..	36	..	..	573 13 11
	ERSKINE.			269																					
446	Erskine	P.	1	..	205	152	23	43	49	5	125	3	..	..	502	133	73	47	..	..	244	..	..	5	145 14 0
3982	Undercraig	P.	11	..	111	61	8	16	24	4	52	1	1	1	361	68	34	48	..	..	206	..	..	5	64 14 0
	GOUROCK.			1043																					
2102	Central	P.	11	..	517	580	95	175	160	38	468	9	1	4	1352	573	282	61	..	..	436	..	..	..	588 0 2
436	Eastern	P.	11	..	374	284	48	82	98	19	247	7	1	1	942	293	141	31	..	..	477	..	..	..	214 17 2
1951	St. Ninian's	R.C.	9	..	313	124	37	28	41	..	106	1	1	2	284	103	59	29	..	89	..	5	..	..	114 1 9
	GREENOCK (Burgh).			12447																					
6117	Ardgowan	P.	2	..	1023	923	106	281	263	18	768	13	..	8	2022	971	483	234	..	..	304	..	..	30	988 9 11
1342	Belville Place	P.	2	..	753	754	127	276	245	27	675	11	1	8	1960	824	412	197	..	..	500	..	..	27	820 11 1
1688	Glebe	P.	2	..	829	828	99	251	233	21	664	12	1	5	2099	861	436	209	..	..	557	..	..	36	796 14 2
4786	Glebe, Oral for the Deaf	P.	2	..	..	..	1	6	11	..	18	..	..	..	..	..	..	..	..	..	..	..	..	..	147 0 0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.		
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
															£	£	£	£	£	£	£	£	£	£	£	s.	d.
	RENFREW—*cont.*																										
	GREENOCK—*cont.*																										
2147	Highlanders' Academy	P.	10	..	1015	1049	171	339	341	32	883	14	..	8	2209	1069	559	122	5	..	422	..	..	32	1051	13	8
2528	Hillend	P.	9	..	902	473	79	154	156	17	406	7	..	4	1446	503	253	56	..	..	610	..	..	19	501	0	6
2131	Holmscroft	P.	6	..	1342	1458	206	458	612	..	1276	21	1	15	2997	1593	845	201	..	..	314	..	..	44	1525	18	1
2131 H.G.	Holmscroft, H.G.	H.G.	6	..	562	517	..	..	8	452	460	14	..	1	3179	1311	227	51	8	..	1195	..	350	37	1834	2	5
1422	Mearns Street	P.	2	..	795	856	137	302	276	41	756	13	1	1	2196	942	468	224	..	..	535	..	..	26	922	16	3
4142	St. Andrew's Square	P.	9	..	494	503	95	179	178	2	454	8	..	3	1247	524	283	62	..	..	351	..	..	28	510	14	3
1539	Shaw Street	P.	2	..	708	673	83	213	273	..	569	9	..	5	1531	676	355	163	..	..	315	..	..	21	662	5	0
4508	East Greenock (now transferred to School Board)	E.	2	..	280	268	50	87	90	4	231	2	2	4	521	261	141	103	..	43	..	7	..	..	403	14	4*
3182	West, St. John's	E.	2	..	165	180	33	51	66	7	157	1	2	1	322	169	91	71	..	9	..	13	..	..	184	11	0
2520	Cartsdyke, St. Lawrence	R.C.	10	..	860	1006	229	283	335	..	847	9	5	3	1918	915	512	229	..	198	..	69	..	..	909	4	7
2560	St. Mary's	R.C.	10	..	1550	1478	348	325	524	..	1197	18	8	2	3012	1351	732	340	..	578	..	12	..	..	1325	5	9
1320	Shaw's Water Worsted Mills, Half Time	..	9	..	140	89	..	..	3	50	53	1	1	..	202	69	44	19	..	65	..	4	..	..	62	9	6
	GREENOCK, EAST PARISH (Landward) and PORT GLASGOW (Landward).			460																							
1571	Ladyburn	P.	11	..	556	403	69	168	96	21	354	7	..	3	1011	445	229	47	..	..	289	..	..	1	429	6	6
	HOUSTON & KILLELLAN.			350																							
3192	Houston	P.	2	..	289	140	23	48	52	..	123	2	2	1	436	135	74	34	..	..	188	..	..	5	136	11	0
37	Houston, St. Fillan's	R.C.	2	..	85	99	22	31	35	..	88	1	..	..	186	89	56	36	..	1	..	5	..	..	81	1	3
	INCHINNAN			116																							
2547	Inchinnan	P.	3	..	135	70	13	24	23	..	60	2	..	..	296	73	42	11	..	..	171	..	..	..	61	0	0

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	INVERKIP.				121																				
438	Inverkip	P.	3	..	229	85	14	24	35	4	77	2	1	..	369	102	52	53	..	..	160	..	..	3	89 19 3
	KILBARCHAN.				1396																				
6260	Bridge of Weir	P.	2	..	324	356	58	122	100	36	316	4	3	2	959	376	184	86	..	..	313	..	..	..	406 12 2
2725	Kilbarchan	P.	2	..	638	527	75	168	169	45	457	7	3	1	1338	613	287	136	..	..	301	..	..	..	599 3 4
3270	Linwood	P.	2	..	315	187	34	58	55	12	159	2	2	..	557	197	98	46	..	..	215	..	..	..	198 13 0
3105	Linwood	R.C.	1	..	263	188	41	46	63	..	150	1	2	1	304	120	84	32	..	62	..	5	..	..	149 18 3
	KILMACOLM.				1567																				
2744	Kilmacolm	P.	1	..	488	391	57	115	152	24	348	5	5	..	1195	440	221	45	..	..	370	..	90	29	431 7 7
4350	West Side	P.	1	..	67	26	4	10	7	..	21	1	..	..	105	80	10	3	..	..	62	..	..	..	31 6 0
6461	Orphan Homes of Scotland	..	1	..	1029	991	38	252	590	..	980	13	3	4	2566	..	642	186	..	1731	..	..	..	7	*1612 12 1
	LEVERN.				661																				
4395	Levern	P.	10	..	359	280	49	90	79	8	226	4	..	1	610	231	88	29	..	..	258	..	4	..	246 3 3
4582	Nitshill	R.C.	10	..	123	117	30	34	40	..	104	1	..	2	325	111	66	28	..	111	..	9	..	..	115 1 0
	LOCHWINNOCH				813																				
4053	Glenhead	P.	12	..	60	29	4	9	11	..	24	1	..	..	105	30	15	4	..	..	56	..	..	..	26 6 9
3278	Howwood	P.	12	..	275	193	29	62	63	3	157	3	..	2	428	189	98	25	..	..	116	..	..	..	176 10 3
3463	Lochwinnoch	P.	12	..	540	329	..	102	156	11	269	6	..	2	716	325	159	39	..	..	191	..	..	..	324 8 0
3464	Macdowall	P.	12	..	164	127	72	29	..	..	101	2	..	..	225	99	62	12	..	..	52	..	..	..	102 9 3
	MEARNS.				655																				
2585	*Busby District*	P.	1	..	540	372	61	131	114	16	322	6	2	..	1172	346	192	41	..	..	588	6	..	..	368 1 7
2053	Loganswell	P.	1	..	37	30	6	11	8	..	25	1	..	..	87	41	14	2	..	..	27	2	..	..	41 14 6
3287	Mearns	P.	1	..	409	324	32	114	129	15	290	5	1	4	885	356	169	38	..	..	297	26	..	..	367 11 6
	NEILSTON.				2821																				
4092	Barrhead	P.	2	..	505	510	62	141	174	25	402	7	4	1	1274	449	219	110	..	..	496	..	..	..	506 15 7
4235	Cross Arthurlie	P.	2	..	774	715	125	252	236	9	622	9	5	4	1624	688	344	167	..	..	480	..	..	..	732 12 4
2775	Grahamston	P.	2	..	579	568	80	169	179	55	483	10	2	3	1706	620	307	129	..	..	580	..	120	..	636 7 1
2166	Neilston	P.	2	..	671	427	72	138	152	6	368	6	4	2	1171	416	217	103	..	..	434	..	..	..	428 8 5
2642	*Uplawmoor*	P.	2	..	175	96	20	33	24	4	81	2	..	..	352	83	34	25	..	..	210	..	..	..	93 16 10
2842	Barrhead	R.C.	1	..	566	491	105	149	158	7	419	5	2	3	987	436	250	101	..	109	..	42	..	..	473 18 8
2696	St. Thomas	R.C.	9	..	246	205	29	64	76	..	109	1	1	2	450	193	106	52	..	81	..	18	..	..	189 13 0

* Grant for 18 months.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1903-1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904-1905. £ s. d.
	RENFREW—*cont.*																								
	PAISLEY (Burgh) § 67.			15860																					
6424	Abercorn	P.	3	..	1462	882	130	288	349	64	831	16	1	5	2405	953	448	118	7	..	741	..	..	137	1088 6 4
4625	Camphill	P.	6	..	1940	1940	216	635	743	..	1594	26	..	6	3454	2993	672	255	15	..	..	..	..	294	1688 19 0
4625 H.G.	Camphill, H.G.	H.G. P.	6	..	267	186	..	..	9	161	170	6	..	..	1267	..	..	..	..	..	1167	..	100	..	552 6 9
3479	Carbrook Street	P.	1	..	879	686	88	235	260	45	628	12	1	3	1635	767	401	85	6	..	264	..	..	112	815 13 6
1344	East	P.	1	..	700	750	112	280	262	17	671	12	..	3	1712	811	408	98	13	..	269	..	..	117	799 16 0
1062	Fergusslie	P.	3	..	700	744	124	283	260	13	680	11	..	4	1737	810	407	101	5	..	299	..	..	116	786 11 3
1977	Mossvale	P.	3	..	1189	891	122	209	328	34	793	13	..	5	2263	875	452	112	2	..	601	..	..	180	963 14 6
1388	North	P.	3	..	700	699	141	249	235	9	634	12	1	1	1942	756	385	95	6	..	591	..	..	110	730 14 6
6207	Oakshaw	P.	6	..	707	715	90	244	308	..	642	10	..	5	1626	701	355	89	3	..	385	..	..	94	760 17 10
5804	Oakshaw, Deaf Mutes	P.	3	..	..	..	..	3	6	..	9	..	..	..	..	..	..	..	..	..	..	..	..	..	53 16 3
1389	South	P.	3	..	1509	1575	254	587	614	60	1455	24	..	9	3280	1591	833	207	11	..	399	..	..	289	1789 19 0
1390	West	P.	1	..	700	663	101	239	257	10	607	11	..	5	1690	753	382	92	3	..	348	..	..	113	702 10 8
4916	Williamsburgh	P.	1	..	1257	1256	156	402	481	90	1129	19	1	6	2919	1377	662	163	14	..	505	..	..	197	1480 9 7
1687	St. Catherine's	R.C.	11	..	602	589	98	206	176	..	480	7	2	6	1108	519	274	132	..	152	..	32	..	..	531 11 10
6196	St. Charles'	R.C.	3	..	324	378	90	111	116	..	317	2	5	4	847	394	188	94	..	218	..	13	..	..	345 15 0
6422	St. James'	R.C.	1	..	518	511	75	211	130	..	416	2	9	3	837	373	226	98	..	127	..	13	..	..	458 19 6
4267	St. Mary's	R.C.	1	..	847	834	142	233	322	7	704	4	11	3	1522	742	415	138	..	156	..	21	..	..	785 19 6
3808	St. Mirin's	R.C.	1	..	465	249	54	39	147	3	243	3	2	..	688	327	179	37	..	79	..	16	..	..	268 6 9
2048	Fergusslie, Half-time	..	10	..	449	144	13	30	71	..	114	4	..	..	573	95	46	63	..	362	..	8	..	..	134 15 0
3654	¶John Neilson Institution	..	6	..	1460	866	91	228	253	196	768	14	2	12	3120	1122	..	225	394	..	..	1130	250	..	1180 16 1
	PAISLEY (Landward).			3491																					
3317	Cardonald	P.	11	..	344	285	67	99	70	..	236	4	2	..	675	244	137	32	..	..	261	..	..	2	252 15 3
2243	Elderslie, Wallace	P.	12	..	494	396	64	127	135	12	338	4	4	..	1004	368	192	43	..	..	408	..	..	2	397 12 1
2757	Inkerman	P.	10	..	280	136	25	46	37	4	112	3	1	..	423	135	70	30	..	..	183	..	..	1	125 17 9
1627	Johnstone	P.	1	..	1490	1565	226	506	564	28	1323	22	8	9	3474	1456	781	174	..	..	1027	..	20	15	1513 12 1
1732	Nethercraigs	P.	11	..	142	101	19	33	36	6	94	2	1	..	376	112	55	53	..	..	155	..	..	..	114 3 10
3901	Johnstone, St. Margaret's	R.C.	1	..	585	641	105	188	214	..	507	5	3	6	1219	537	305	123	..	221	..	33	..	..	568 12 0

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	PORT GLASGOW (Burgh) § 67.			3339																						
1585	Chapelton	P.	10	..	475	469	70	161	175	..	406	8	2	2	1243	467	165	54	..	..	557	..	..	..	473	10 7
4221	Clune Park	P.	10	..	635	677	85	217	272	..	574	14	1	3	1557	696	242	80	..	..	540	..	..	..	671	13 3
4554	Jean Street	P.	6	..	1039	1029	168	353	386	..	907	17	2	10	2258	1058	523	129	..	..	546	..	..	1	962	3 10
4554 H.G.	Jean Street, H.G.	H.G. P.	6	..	184	98	..	..	..	80	80	3	1	..	513	156	50	12	..	..	170	..	90	35	183	6 8
2119	St. John's	R.C.	12	..	983	1125	204	322	384	6	916	13	2	5	1769	910	..	..	..	844	..	15	..	..	975	8 9
	RENFREW (Burgh).			1347																						
4178	Blythswood Testimonial	P.	12	..	1251	1134	227	338	413	49	1027	18	1	16	2655	1238	635	136	224	..	245	88	90	..	1232	1 8
	RENFREW (Landward).			1636																						
3475	*Oswald*	P.	1	..	200	156	31	52	50	..	133	2	2	..	429	132	74	16	..	..	205	..	..	2	147	3 6
6007	Moorpark	P.	12	..	607	627	130	194	205	25	554	11	5	6	1688	604	323	61	..	5	695	..	..	..	674	2 3
1577	Scotstoun	P.	12	..	1133	1089	190	350	374	21	935	14	7	4	2281	969	558	93	..	..	656	5	..	..	1089	18 11
1586	Yoker	P.	12	..	432	372	65	122	116	28	331	6	3	5	1142	320	176	28	..	..	618	..	..	..	432	0 4
1581	St. James'	R.C.	12	..	365	175	34	62	62	..	158	1	2	..	462	148	94	56	..	156	..	8	..	..	75	16 6
	SKELMORLIE (*See* Ayrshire.)																									
	TOTAL			57205	59805	58137	8096	16469	18764	2668	45997	783	179	297	133657	54794	25742	8955	764	5559	32853	2032	1718	2083	58229	5 4
	ROSS AND CROMARTY.																									
	ALNESS.			167																						
3525	Alness	P.	2	..	147	118	23	37	36	8	104	2	1	..	287	131	60	29	..	..	66	..	..	..	144	16 6
61	Boath	P.	5	..	70	22	3	5	10	..	18	1	..	..	81	40	9	3	..	..	29	..	..	..	43	17 0
1189	Glenglass	P.	2	..	52	16	1	5	8	..	14	1	..	..	72	36	8	8	..	..	20	..	..	..	33	11 6
	APPLECROSS § 67.			310																						
1891	Aligin	P.	5	..	63	43	5	14	15	..	34	1	..	..	106	62	22	5	..	..	17	..	..	..	58	6 3
4058	Applecross	P.	5	..	154	67	1	16	32	..	49	1	1	..	163	86	37	49	..	..	..	..	..	..	82	5 0
4134	Arinacrinachd	P.	5	..	50	38	6	8	18	..	32	1	..	..	104	59	20	5	..	..	19	..	..	..	62	0 6
1416	Callakille	P.	5	..	30	18	4	4	9	..	17	1	..	..	107	55	19	5	..	..	27	..	..	..	62	7 0
4515	*Dibaig*	P.	5	..	60	21	2	5	10	..	17	1	..	..	87	35	10	2	..	..	40	..	..	..	36	12 0
2779	Shieldaig	P.	5	..	50	47	4	11	26	..	41	1	..	..	94	65	24	6	..	..	..	..	..	..	69	10 0
1609	Torridon	P.	5	..	44	39	7	12	14	..	33	1	1	..	134	54	25	4	..	..	50	..	1	..	57	8 6
	AVOCH § 67.			391																						
4819	Avoch	P.	2	..	252	237	53	81	68	8	210	3	1	3	484	286	130	63	..	..	5	..	..	..	283	13 8
3996	Killen	P.	2	..	84	35	5	8	14	3	30	1	1	..	136	58	18	10	..	..	50	..	..	..	57	12 6
4672	Avoch, Mackenzie Foundation	E.	2	..	110	113	18	33	39	1	91	1	2	..	308	117	56	40	71	19	..	..	..	..	118	9 9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	Ross and Cromarty —*cont.*																								
	Barvas § 67.			1430																					
1620	Airidh-an-tuim	P.	2	..	170	193	21	55	72	2	150	1	2	1	292	177	77	39	..	..	..	..	1	..	198 10 6
1643	Barvas	P.	2	..	155	119	12	45	36	6	99	1	..	1	257	136	57	28	..	..	35	..	1	..	139 3 9
1639	Bragar	P.	2	..	240	205	29	57	68	14	168	1	2	2	359	223	102	47	..	..	..	..	1	..	238 15 2
1816	Cross	P.	2	..	245	227	28	65	74	..	167	2	1	2	366	207	107	46	25	..	..	..	1	..	204 9 6
1841	Lionel	P.	2	..	356	320	31	89	120	10	250	1	4	2	471	241	115	62	..	..	..	..	3	..	241 11 6
1942	Shawbost	P.	2	..	205	184	17	34	52	3	106	1	1	1	262	133	65	33	..	..	30	..	1	..	138 11 0
4865	Skigersta	P.	2	..	33	50	16	15	2	..	33	p	..	..	66	55	28	12	..	..	..	..	..	..	33 5 0
	Carnoch.			37																					
3530	Strathconan	P.	5	..	48	26	4	7	10	2	23	1	..	..	141	47	16	4	..	..	74	..	..	..	51 12 0
	Contin.			65																					
4410	Contin	P.	5	..	100	41	5	14	17	..	36	1	..	..	192	45	21	5	..	..	120	..	..	..	46 18 9
619	Scatwell	P.	5	..	38	10	3	2	3	..	8	1	..	..	63	25	5	1	..	..	32	..	..	..	25 0 3
	Cromarty § 67.			354																					
2169	Cromarty	P.	6	..	420	315	54	101	87	33	275	5	1	5	767	452	172	90	..	..	..	..	3	68	442 14 1
2169 H.G.	Cromarty, H.G.*	H.G.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		P.																							
912	Peddieston	P.	2	..	123	61	8	16	27	..	51	1	..	1	178	88	31	16	..	..	27	..	..	16	84 3 3
	Dingwall § 67.			403																					
2972	Dingwall Academy	P.	6	..	404	466	120	93	204	..	417	6	1	4	776	561	242	61	..	..	..	..	..	100	623 14 2
2972 H.G.	Dingwall Academy, H.G.	H.G.	6	..	310	145	..	..	..	130	130	3	1	..	267	450	75	17	30	..	155	..	182	58	561 0 11
		P.																							

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from								Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.													
														£	£	£	£	£	£	£	£	£	£ s. d.
	ROSS AND CROMARTY —*cont.*																						
	KINCARDINE.			218																			
503	Achnahannet	P.	6	..	40	18	2	4	9	..	15	1	..	..	137	45	9	4	..	..	79	..	..	..	44 16 3
469	Croick	P.	6	..	35	22	..	6	11	..	17	1	..	..	162	40	8	3	28	..	83	..	..	..	37 8 0
1404	Culrain	P.	6	..	50	25	5	8	10	..	23	1	..	..	92	42	8	3	..	..	45	..	..	..	44 11 6
2585	Gledfield	P.	6	..	115	76	11	24	26	4	65	2	1	..	334	90	25	50	..	..	169	..	..	..	92 13 3
4701	Loubcroy	P.	6	..	18	7	..	2	4	..	6	1	..	..	67	22	2	1	..	..	42	..	..	..	25 3 0
	KINLOCH-LUICHART.			111																			
1242	Achnasheen	P.	5	..	52	23	6	5	10	..	21	1	..	..	101	42	13	3	..	..	42	..	..	..	41 17 0
4228	Kinloch-Luichart	P.	5	..	40	22	1	3	14	..	18	1	..	..	174	50	16	4	30	..	75	..	..	..	52 10 0
4194	Strathgarve	P.	5	..	80	19	..	6	9	..	15	1	..	..	103	48	15	4	..	..	37	..	..	..	25 5 9
	KINTAIL.			88																			
3086	Dornie	P.	7	..	57	67	10	15	21	12	58	2	..	..	246	98	38	60	..	..	49	..	..	..	101 17 3
1162	*Killilan*	P.	7	..	60	20	..	5	13	..	18	1	..	..	133	45	13	4	..	..	70	..	..	..	48 13 9
	KNOCKBAIN § 67.			302																			
2088	Drumsmittal	P.	2	..	141	119	10	28	48	11	97	3	..	1	299	168	60	15	..	..	56	..	..	..	165 15 9
3248	Munlochy	P.	2	..	140	100	7	32	34	18	91	3	..	..	345	169	56	14	..	..	105	..	..	..	157 10 1
3986	Upper Knockbain	P.	2	..	117	34	1	10	16	4	31	1	1	..	173	53	19	45	..	..	56	..	..	..	56 1 0
4476	Arpafeelie, St. John's	E.	2	..	87	43	6	12	20	2	40	1	..	..	153	63	21	21	..	28	..	..	..	..	64 13 0
	LOCHALSH.			301																			
490	Auchmore	P.	7	..	50	28	2	10	9	..	21	1	..	..	88	41	11	3	..	..	33	..	..	..	
4413	Earbusaig	P.	7	..	82	67	10	19	22	7	58	1	1	..	248	97	47	51	..	..	53	..	..	..	

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 13 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904–1905. £ s. d.
	ROSS AND CROMARTY—*cont.*																								
	RESOLIS § 67.			167																					
3798	Cullicudden	P.	4	..	123	64	8	16	23	7	54	1	1	1	191	87	29	7	3	..	54	..	..	10	96 2 3
3201	Newhall	P.	4	..	123	92	16	28	23	11	78	1	1	1	218	106	44	11	3	..	38	..	..	11	115 4 3
	ROSEMARKIE § 67.			280																					
508	Fortrose Academy	P.	6	..	212	165	32	45	68	..	145	3	..	3	308	160	97	24	..	..	25	..	..	..	198 8 10
508 H.G.	,, H.G.	H.G.	6	..	47	42	..	..	..	35	35	1	1	..	318	79	21	5	80	..	79	..	53	1	106 11 0
		P.																							
142	Rosemarkie	P	11	..	130	87	15	35	27	..	77	1	2	..	235	97	47	40	..	..	51	..	1	..	99 10 5
	ROSSKEEN § 67.			635																					
3650	Ardross	P.	11	..	114	68	8	20	25	5	58	1	1	..	199	94	35	9	..	..	48	..	..	14	97 17 6
2094	Bridgend	P.	10	..	205	201	31	68	75	7	181	3	..	4	476	252	108	25	..	..	54	..	..	40	259 8 5
3196	Invergordon	P.	6	..	195	227	36	78	95	..	209	4	1	4	549	271	105	29	..	..	90	..	..	55	319 11 2
3196 H.G.	,, Academy, H.G.	H.G.	6	..	113	74	..	..	1	65	66	2	..	..	553	181	43	8	60	..	168	..	92	..	282 0 8
		P.																							
1250	Newmore	P.	11	..	107	60	10	16	24	4	54	1	1	..	225	89	34	9	..	..	79	..	..	14	84 14 0
3351	Saltburn	P.	11	..	90	24	7	9	8	..	24	p	..	..	68	36	18	4	..	..	5	..	..	6	30 15 9
5261	Strathrusdale	P.	5	..	28	12	1	4	5	..	10	p	..	..	60	36	10	2	..	..	8	..	..	3	28 2 9
	STORNOWAY § 67.			2696																					
1842	Aird	P.	2	..	270	300	23	89	116	12	240	3	1	3	469	290	127	63	..	..	..	..	4	..	341 16 3
1737	Back	P.	2	..	398	323	46	97	121	11	275	2	4	3	599	412	175	75	..	..	..	..	..	..	421 7 3
1595	Bayble	P	2	..	360	323	32	86	111	24	253	3	2	4	570	430	160	75	..	..	..	..	..	..	406 13 1
1730	Knock	P.	2	..	268	198	35	53	52	19	159	1	3	2	400	230	95	45	..	..	28	1	..	..	238 15 6
1961	Laxdale	P.	2	..	190	180	30	53	65	12	160	2	2	1	376	227	97	48	..	..	4	..	..	..	236 14 11
4356 H.G.	Nicolson Institute	P.	6	..	777	577	89	175	179	25	468	10	1	5	1266	597	331	62	35	..	241	..	..	..	799 11 4
4356 H.G.	,, ,, H.G.	H.G.	6	..	284	146	..	..	5	122	127	3	2	..	1283	416	99	19	61	..	512	..	175	2	568 6 4
		P.																							
1918	Sandwickhill	P.	2	..	225	100	15	49	55	7	126	2	1	3	354	190	78	41	..	..	45	..	..	..	170 16 0

1543	Tolsta			P.	2	.	276	191	42	51	63	4	160	2	1	3	357	215	101	45	..	..	..	3	..	..	210	12	9
1844	Tong			P.	2	..	132	136	22	43	48	7	115	1	1	1	326	167	73	33	..	..	53	..	..	..	161	18	9
3368	Female Industrial			..	2	..	189	102	7	36	39	2	84	2	..	1	233	138	50	86	..	9	..	..	..	1	115	13	0
	TAIN.					458																					
701	Inver			P.	5	..	91	41	18	8	16	..	37	1	1	..	209	45	21	5	..	..	138	..	..	..	46	14	0
2339	Tain			P.	10	..	323	294	52	94	119	..	265	4	2	2	617	337	162	33	..	..	85	..	..	..	348	9	3
	TARBAT § 67.					262																					
2350	Old			P.	5	..	289	231	34	65	74	29	202	4	..	2	499	331	120	30	..	..	18	..	..	..	338	8	10
1395	West			P.	5	..	68	44	9	15	14	..	38	1	1	..	145	46	28	45	..	..	31	..	..	..	48	9	0
	UIG § 67.					949																					
1945	Bernera			P.	3	..	120	90	9	20	23	4	56	1	..	2	185	88	37	9	..	..	50	..	..	..	87	7	3
1852	Breasclet			P.	3	..	201	151	22	51	45	11	129	1	3	1	376	186	74	18	..	..	98	..	1	..	201	19	3
751	Carloway			P.	3	..	220	263	22	81	88	8	199	1	5	1	461	259	118	30	..	..	53	..	1	..	288	16	6
1886	Crowlista			P.	3	..	88	53	2	14	18	5	39	1	..	..	160	77	28	7	..	..	48	..	..	..	72	3	3
6004	Crullvig			P.	3	..	44	31	3	7	12	..	22	p	..	..	93	53	18	5	..	..	17	..	..	..	41	13	6
1886	Duncarloway			P.	3	.	100	75	5	21	27	4	57	1	1	1	200	78	35	9	..	..	79	..	..	..	77	19	1
1966	Isilvig			P.	3	..	85	47	3	14	22	1	40	p	..	..	152	74	28	7	..	..	42	..	..	..	64	3	6
1849	Loch Croistean			P.	3	..	65	57	9	15	21	..	45	1	..	..	185	70	28	7	..	..	31	..	..	..	68	4	0
1504	Valtos			P.	3	..	130	106	18	33	36	10	97	1	1	..	224	130	58	14	..	..	22	..	1	..	125	16	6
	URQUHART AND LOGIE WESTER					372																					
3542	Conon			P.	2	..	125	107	13	35	40	8	96	2	1	..	271	132	56	15	..	..	69	..	..	..	134	8	6
2819	Culbokie			P.	2	..	134	110	9	30	46	8	93	1	2	..	278	126	58	44	..	..	50	..	..	..	131	19	6
2125	Ferintosh			P.	2	..	155	61	6	17	22	7	52	1	..	1	179	63	24	7	..	..	36	..	..	..	79	12	8
3642	Mulbuie			P.	2	..	95	56	6	12	25	6	49	1	..	..	158	67	26	7	..	..	57	..	..	..	73	11	9
	URRAY.					359																					
3006	Marybank			P.	11	..	120	101	9	31	31	16	87	2	1	..	287	129	56	13	..	..	89	..	..	..	137	4	3
298	Tarradale			P.	11	..	180	172	25	45	76	..	146	3	1	1	389	206	96	21	..	..	65	..	..	..	190	6	6
	TOTAL					14788	18845	13561	1817	3776	4796	1008	11392	216	93	105	36535	17769	7041	3204	551	66	7817	14	642	527	18455	18	8
	ROXBURGH.																										
	ANCRUM.					171																					
2548	Ancrum			P.	1	..	195	100	18	31	33	8	90	2	..	1	271	108	55	18	..	..	94	..	..	2	113	4	3
1097	Sandystones			P.	4	..	94	42	6	14	14	3	37	1	..	1	156	60	23	6	.	..	66	1	..	..	59	11	6

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1903.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1903–1904. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1904–1905. £ s. d.
	ROXBURGH—*cont.*																								
	Bedrule.			49																					
380	Bedrule	P.	2	..	64	21	3	4	11	..	18	1	..	..	134	39	11	7	..	..	77	..	..	..	35 1 3
	Bowden.			102																					
2997	Bowden	P.	6	..	125	81	11	23	26	7	72	2	1	..	354	83	43	51	..	..	174	4	..	..	88 7 6
2753	Midlem	P.	6	..	58	17	2	7	6	..	15	1	..	..	82	25	11	3	..	..	34	..	..	..	31 9 0
	Castleton.			363																					
457	Burnmouth	P.	4	..	55	27	3	3	11	..	22	1	..	..	120	41	15	4	..	..	70	..	..	..	38 15 3
388	Hermitage	P.	4	..	75	30	3	9	10	..	22	1	..	..	159	45	16	4	..	..	94	..	..	..	39 5 6
685	New Castleton	P.	4	..	288	200	28	60	70	15	173	4	..	1	518	215	105	26	..	..	169	..	..	3	217 9 6
1703	Riccarton	P.	4	..	87	41	9	12	17	..	38	1	..	..	126	57	22	6	..	..	41	..	..	..	56 19 6
618	Saughtree	P.	4	..	59	66	11	17	25	..	53	1	1	..	188	62	26	6	..	..	64	..	..	..	72 17 3
	Cavers and Kirkton.			235																					
704	Cogsmill	P.	2	..	100	35	2	9	13	5	29	1	1	..	203	51	16	4	..	..	121	..	..	1	54 8 3
3415	Denholm	P.	1	..	219	94	14	30	32	6	82	3	..	2	393	106	44	52	..	..	188	..	..	3	103 15 0
4132	Kirkton	P.	1	..	135	46	6	12	17	7	42	1	1	..	192	57	21	56	..	..	58	..	..	..	67 14 9
	Crailing.			87																					
143	Crailing	P.	1	..	125	62	14	18	20	..	52	1	..	..	226	48	26	7	..	..	144	..	..	..	52 12 0
	Eckford.			122																					
3414	Caverton Mill	P	2	..	93	39	3	13	14	..	30	1	..	..	131	39	22	11	..	..	59	..	..	..	31 2 6
129	Eckford	P.	1	..	100	43	7	16	16	..	39	1	..	..	161	45	25	6	..	..	86	..	..	..	42 10 0

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	EDGERSTON.				59																						
336	Edgerston	P.	2	..	78	45	8	18	19	..	40	1	..	..	165	57	24	11	..	..	78	..	..	..	58	14	9
	EDNAM.				102																						
106	Ednam	P.	1	..	161	109	18	30	46	..	94	1	..	1	276	100	56	12	..	..	108	..	..	..	105	1	6
	HAWICK (Burgh) § 67.				3273																						
3444	Buccleuch	P.	10	..	1038	805	82	232	320	69	708	15	..	5	1836	844	417	91	..	..	473	..	..	11	899	0	8
3236	Drumlanrig	P.	10	..	778	472	98	128	182	..	408	8	..	5	1065	478	245	57	..	..	277	1	..	7	460	4	0
3733	St. Mary's, Infant	P.	10	..	305	249	145	70	..	..	215	4	..	1	383	197	116	27	..	..	42	1	..	..	198	11	6
3746	Trinity	P.	10	..	770	550	68	181	227	12	488	8	1	7	1422	589	297	66	..	..	468	..	..	16	572	1	9
397	Wilton	P.	10	..	764	620	111	196	227	34	568	11	..	4	1396	644	338	74	..	..	262	..	..	8	682	10	0
2177	St. Cuthbert's	E.	10	..	152	111	21	35	41	..	97	2	..	..	289	100	57	25	..	64	..	1	..	..	105	9	0
794	Roman Catholic	R.C.	10	..	154	117	22	29	50	..	101	1	1	1	309	120	68	30	10	80	..	3	..	1	115	1	9
	HAWICK (Landward).				204																						
3588	Clarilaw	P.	2	..	115	49	8	15	22	..	45	2	..	..	189	58	24	57	..	..	49	..	..	..	59	9	0
567	Dean	P.	1	..	56	40	7	13	13	..	33	1	..	..	158	43	22	6	..	..	88	..	..	..	35	17	6
3310	New Mill	P.	1	..	116	82	3	10	15	..	28	2	..	..	235	52	17	56	..	..	111	..	..	..	46	5	3
4364	Stoualie	P.	1	..	67	15	3	5	5	..	13	1	..	..	96	33	12	2	..	..	49	..	..	..	28	4	0
	HOBKIRK.				84																						
675	Hobkirk	P.	2	..	145	83	6	28	27	8	69	2	1	..	301	89	45	11	..	..	155	..	..	..	87	11	3
	HOWNAM.				45																						
63	Hownam	P.	4	..	61	19	5	6	6	..	17	1	..	..	146	32	10	2	..	..	102	..	..	..	33	1	6
	JEDBURGH (Burgh) § 67.				543																						
3447	Grammar	P.	6	..	448	445	72	142	151	..	365	7	1	2	1376	645	281	70	..	..	172	..	104	105	393	14	7
3447 H.G.	" H.G.	H.G.	6		114	67	..	..	..	55	55	1	1	..	375	..	33	8	..	..	220	..	104	..	144	11	1
		P.																									
3655	St. John's	E.	6	..	243	135	28	33	42	..	103	2	..	2	208	114	45	35	..	73	..	2	..	..	115	11	0
	JEDBURGH (Landward).				235																						
3675	Lanton	P.	2	..	102	39	6	15	14	..	35	1	..	..	187	43	15	10	..	..	119	..	..	..	48	3	0
1381	Pleasants	P.	2	..	96	52	6	20	19	..	45	1	1	..	198	49	28	12	..	..	109	..	..	..	49	9	3
	KELSO.				745																						
3450	Kelso	P.	6	..	477	361	..	100	191	23	314	7	..	..	1207	433	188	46	..	..	520	..	..	20	441	4	8
514	Kelso, Infant	P.	6	..	219	211	111	65	..	..	176	3	1	..	389	180	112	27	..	..	19	..	..	..	168	14	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 70).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£ s. d.
	ROXBURGH—*cont.*																							
	LILLIESLEAF.			105																				
4070	Lilliesleaf	P.	7	..	191	92	10	25	37	12	84	2	..	1	281	96	46	12	..	..	127	..	..	..	96 11 3
	LINTON.			54																				
117	Linton	P.	2	..	84	49	7	17	19	..	43	1	1	..	194	42	23	46	..	..	83	..	..	..	44 13 6
	MAKERSTOUN.			62																				
1882	Makerstoun	P.	1	..	127	58	11	18	21	..	50	1	1	..	207	53	32	7	..	..	115	..	..	..	51 0 0
	MAXTON.			83																				
72	Maxton	P.	6	..	151	47	13	14	14	..	41	1	1	..	209	58	29	47	..	..	75	..	..	..	51 2 0
	MELROSE.			778																				
3334	Blainslie	P.	2	..	108	52	9	14	24	..	47	1	..	..	158	67	29	16	..	..	46	..	..	8	61 13 0
3088	Gattonside	P.	11	..	86	31	15	13	2	..	30	1	..	..	87	27	19	3	..	..	39	..	..	..	23 14 0
2973	Langshaw	P.	6	..	50	26	3	10	10	..	23	1	..	..	94	35	12	3	2	..	42	..	..	..	38 14 0
3290	Melrose	P.	11	..	365	322	34	85	127	34	280	6	1	2	350	357	175	41	..	..	257	..	20	..	365 5 9
1079	Newstead	P.	11	..	96	22	9	11	..	..	20	p	..	..	61	15	8	3	..	..	34	..	..	..	19 18 6
3864	Newtown, St. Boswell's	P.	11	..	215	152	33	42	63	..	138	2	2	..	371	147	71	22	..	..	129	..	..	8	149 13 3
	MINTO.			90																				
866	Minto	P.	2	..	106	58	9	15	22	5	51	1	2	..	315	84	53	11	3	..	153	..	..	1	63 9 0

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	MOREBATTLE.					130																							
2942	Morebattle	P.	2	..	181	94	10	31	39	..	80	3	..	..	342	77	39	62	50	..	114	..	..	..	88	12	9
4168	Mowhaugh	P.	4	..	40	17	1	7	8	..	16	1	..	..	88	29	8	2	..	..	49	..	..	..	32	18	6
	OXNAM.					118																							
181	Oxnam	P.	2	..	130	45	3	9	20	5	37	2	..	..	197	54	23	56	4	..	60	..	..	..	58	12	6
1418	*Towford*	P.	4	..	56	22	1	5	12	..	18	1	..	..	117	39	13	3	..	..	62	..	..	..	35	10	6
	ROBERTON.					74																							
535	Howpasley	P.	4	..	33	27	2	11	7	..	20	1	..	..	71	33	10	3	..	..	26	..	..	..	35	10	0
4043	Roberton	P.	7	..	110	52	11	14	21	..	46	1	1	..	257	60	26	46	..	..	124	..	..	..	64	17	9
	ROXBURGH.					142																							
2438	Fairnington	P.	3	..	33	46	5	11	23	..	39	1	..	..	118	69	19	7	..	..	17	..	..	..	58	12	9
2694	Helton	P.	1	..	75	64	14	19	21	..	54	1	..	1	141	55	29	7	..	..	50	..	..	..	60	19	9
3349	Roxburgh	P.	1	..	123	73	8	22	33	..	63	2	..	..	292	57	31	9	..	..	195	..	..	..	70	0	9
	ST. BOSWELL'S.					140																							
3343	St. Boswell's	P.	3	..	125	80	13	18	35	..	66	2	1	..	324	86	47	52	..	..	138	1	..	..	73	1	3
	SMAILHOLM.					68																							
17	Smailholm	P.	1	..	112	71	15	20	28	..	63	1	1	..	234	64	32	9	..	..	129	..	..	..	64	6	0
	SOUTHDEAN.					101																							
4919	Glen Douglas	P.	2	..	77	42	9	17	9	..	35	1	..	..	124	48	20	11	..	..	44	..	..	..	48	0	9
564	Southdean	P.	2	..	110	52	5	19	23	..	47	2	..	..	206	59	26	13	..	..	108	..	..	..	62	4	9
	SPROUSTON.					154																							
2008	Hadden	P	1	..	68	26	5	6	9	..	20	1	..	..	75	24	14	3	..	..	35	..	..	..	22	10	9
1428	*Lempitlaw*	P.	1	..	90	76	12	25	29	..	66	2	..	1	159	80	44	10	..	..	24	..	..	..	74	12	3
188	Sprouston	P.	1	..	116	67	8	20	31	..	59	1	1	..	215	76	38	10	..	..	91	..	..	..	65	10	3
	TEVIOTHEAD.					88																							
4211	Teviothead	P.	2	..	90	55	7	17	17	3	44	1	1	..	234	65	29	95	..	..	44	..	..	..	69	2	0
1364	Allanwater	..	4	..	38	18	2	6	8	..	16	1	..	..	79	32	10	5	..	31	..	1	..	..	31	16	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.		
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.			
									(Senior Division).	(Supplementary Course or Higher Grade Schools).	Total.																
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
	ROXBURGH—*cont.*																										
	YETHOLM.			152																							
2598	Yethol	P.	2	..	202	150	23	36	60	..	119	2	1	1	343	138	70	39	..	..	97	4	..	..	133	18	3
	TOTAL			8758	11754	7549	1275	2231	2724	311	6541	150	25	39	21971	8119	3958	1647	70	247	7474	19	227	190	8074	5	3
	SELKIRK.																										
	ASHKIRK.			78																							
2580	Ashkirk	P.	2	..	130	47	8	15	15	4	42	2	..	..	226	61	25	56	..	..	82	..	..	2	61	14	3
	CADDONFOOT.			139																							
4078	Caddonfoot	P.	3	..	136	84	13	27	30	..	70	2	..	..	233	84	40	10	..	..	98	..	..	1	87	10	9
	ETTRICK.			51																							
6197	Chapelhope	P.	6	..	28	23	4	5	11	..	20	1	..	..	74	33	10	3	..	..	29	..	..	..	37	0	9
4148	Ettrick	P.	6	..	61	16	2	7	6	..	15	1	..	..	213	38	13	3	..	..	159	..	..	..	40	19	0
	GALASHIELS (Burgh).			2517																							
4581	Galashiels (B).	P.	12	..	904	681	117	213	219	24	573	12	..	5	1590	655	325	72	..	..	531	6	..	1	701	4	0
880	Glendinning Terrace	P.	12	..	352	340	60	114	114	7	295	7	..	1	914	334	167	38	..	..	368	7	..	..	340	0	4
2768	Ladhope	P.	12	..	310	266	46	81	99	8	234	6	1	2	722	251	118	30	..	..	323	1	..	..	283	9	8
3961	Old Town	P.	12	..	450	248	34	71	97	8	210	4	1	4	815	265	124	32	..	..	390	4	..	..	256	4	11
157	Roxburgh Street	P.	12	..	749	451	75	119	120	92	406	8	..	5	1424	637	291	66	..	..	419	10	..	..	605	17	3
3440	Galashiels	E.	12	..	263	251	50	85	80	..	215	3	1	1	435	210	112	56	..	72	..	..	..	3	233	17	6
2698	Galashiels	R. C.	12	..	278	143	17	40	65	..	122	2	..	..	362	134	59	36	..	157	..	6	..	8	135	9	9

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	GALASHIELS (Landward).				57																				
2337	Lindean	½	P.	6	..	60	29	4	10	12	..	26	1	..	..	91	30	11	3	..	..	48	..	..	..	38 17 6
	KIRKHOPE.				39																				
516	Gilmanscleuch		P.	6	..	33	12	..	3	7	..	10	1	..	..	86	26	6	2	..	..	51	..	..	1	25 14 0
2	Kirkhope		P.	2	..	107	49	3	19	17	2	41	2	..	..	191	56	20	46	..	..	69	..	..	..	63 6 3
1862	Redfordgreen		P.	2	..	35	16	..	4	5	..	9	p	..	..	85	20	10	2	..	..	52	..	..	..	25 12 0
	SELKIRK (Burgh) § 67.				961																				
279	Knowe Park		P.	11	..	539	414	70	100	141	42	353	9	..	3	1231	446	212	48	40	..	477	9	..	..	464 7 9
3366	Selkirk		P.	11	..	541	414	74	131	149	..	354	6	2	2	1013	418	216	52	..	..	317	10	..	..	399 9 5
2933	Selkirk		R. C.	11	..	121	48	12	13	15	..	40	1	..	..	118	47	26	13	..	29	..	4	..	..	42 11 9
	SELKIRK (Landward).				305																				
1166	Selkirk		P.	11	..	317	211	28	64	79	..	171	5	..	1	620	208	108	27	..	..	277	..	..	..	194 7 9
636	Bowhill		..	6	..	53	42	5	17	11	3	36	2	..	..	174	50	28	11	..	90	..	..	..	..	54 3 3
	YARROW.				89																				
110	Megget		P.	6	..	27	21	2	7	10	..	19	1	..	..	124	35	12	3	..	..	74	..	..	..	34 16 0
1658	Mountbenger		P.	6	..	35	19	2	6	8	..	16	1	..	..	70	29	6	2	..	..	33	1	..	..	32 15 0
2658	Yarrow		P.	2	..	91	30	..	10	10	6	26	2	..	..	232	52	16	54	..	..	84	1	25	..	52 12 6
2969	*Yarrowford*		P.	6	..	45	17	2	6	8	..	16	1	..	..	72	32	10	2	..	..	29	..	..	..	31 12 0
	TOTAL				4271	5665	3872	628	1167	1328	196	3319	81	5	24	11110	4150	1970	666	40	348	3908	60	25	12	4242 13 4
	SHETLAND.																								
	BRESSAY § 67.				132																				
3796	Bressay		P.	5	..	180	106	8	28	48	6	90	1	..	2	240	131	54	13	..	..	42	..	..	..	131 18 6
	DELTING § 67.				239																				
1611	Brae		P.	5	..	64	43	3	16	18	..	37	1	..	..	109	69	25	6	..	..	9	..	..	..	60 18 0
1492	*Gonfirth*		P.	5	..	40	28	..	5	11	..	16	1	..	..	77	36	12	3	..	..	26	..	..	..	32 2 0
551	Mid Lee (or Firth)		P.	5	..	76	37	2	8	14	3	27	1	..	..	141	63	24	6	..	..	48	..	..	..	56 7 6
4130	Olnafirth		P.	5	..	40	30	..	6	19	..	25	1	..	..	99	52	17	4	..	..	26	..	..	..	49 6 6
196	Roe		P.	5	..	32	21	1	7	11	..	19	1	..	..	89	43	13	3	..	..	30	..	..	..	40 5 9

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Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d
	SHETLAND—*cont.*																								
	DUNROSSNESS § 67.			629																					
204	Bigton	P.	6	..	73	71	15	21	20	4	60	1	..	1	114	88	35	9	..	..	..	6	..	20	93 0 6
1946	Boddam	P.	6	..	120	81	13	21	29	5	68	1	..	1	149	83	38	9	..	..	..	9	..	22	95 16 3
648	Cunningsburgh	P.	6	..	129	120	17	43	28	7	95	1	..	2	216	104	50	13	..	..	22	..	..	27	127 19 6
1108	Fairisle	P.	5	..	48	41	5	10	25	..	41	1	..	..	85	64	23	6	..	..	..	3	..	15	69 0 9
838	Levenwick	P.	6	..	52	53	4	21	20	..	45	1	..	..	105	68	27	7	..	..	..	2	..	14	68 18 6
649	Quendale	P.	6	..	60	50	9	14	17	..	40	p	..	..	100	62	24	6	..	..	..	4	..	13	58 16 0
4289	Sandwick	P.	6	..	132	135	16	39	46	14	115	2	..	1	240	167	73	18	..	..	..	2	..	33	168 3 0
1959	Virki	P.	6	..	70	59	10	13	25	1	54	1	..	1	116	70	32	8	..	..	..	1	..	17	73 12 9
	FETLAR.			72																					
659	Fetlar	P.	5	..	*66*	*48*	*1*	*11*	*10*	*17*	*39*	*1*	..	..	*81*	*65*	*25*	*6*	..	..	..	..	..	..	*62 11 9*
	LERWICK § 67.			1101																					
4236	Burra	P.	5	..	130	121	2	48	49	..	99	1	1	..	185	148	62	16	..	..	..	..	..	..	133 10 0
2434	Central	P.	6	..	720	737	110	230	271	26	637	14	1	5	1549	1158	400	100	..	..	..	..	..	..	945 3 5
1369	Gulberwick	P.	4	..	65	24	5	9	8	..	22	1	..	..	77	42	13	3	..	..	19	..	..	..	43 1 6
2316 H.G.	Lerwick, Anderson Educational Institute, G.H.	G.H.	6	..	184	78	..	..	..	70	70	3	2	..	325	186	32	58	208	..	71	..	275	..	239 13 3
1812	Quarff	P.	5	..	66	35	6	10	13	3	32	1	..	..	98	52	19	5	..	..	17	..	..	..	55 4 3
3563	Lerwick	E.	4	..	83	105	11	28	48	..	87	1	2	..	192	87	40	20	..	2	..	..	..	11	114 8 0
	NESTING, LUNNASTING, WHALSAY & SKERRIES § 67.			444																					
5660	Laxfirth	P.	6	..	48	20	..	7	10	..	17	p	..	..	67	39	11	3	..	..	7	..	..	..	36 8 0
660	Lunnasting	P.	6	..	100	61	2	16	28	..	46	1	..	1	131	61	27	7	..	..	36	..	..	..	69 3 0

1509	South Nesting		P	6	..	70	45	..	8	19	..	27	p	..	..	161	52	25	6	..	..	78	..	..	..	51	5	0
1542	Whalsay (Brough)		P.	6	..	112	107	11	29	51	..	91	2	..	..	192	118	49	12	..	..	12	..	..	..	129	16	0
2712	Whalsay (Livister)		P.	6	..	59	63	3	21	34	..	58	1	..	..	104	87	32	8	..	..	..	..	..	..	80	5	0
1084	Skerries		C.S.	5	..	72	25	11	4	5	..	20	1	..	..	81	39	11	6	..	25	..	..	..	..	38	2	9
	NORTHMAVINE.				316																							
1680	Eshaness		P.	5	..	60	34	..	11	14	..	25	p	..	..	78	47	17	4	..	..	10	..	..	..	40	19	0
4264	North Roe		P.	5	..	80	49	2	16	22	..	40	1	..	..	161	72	29	7	..	..	52	..	..	..	69	18	6
4228	Ollaberry		P.	5	..	77	53	1	12	29	..	42	1	..	..	146	77	32	3	..	..	29	1	..	..	70	1	9
1088	Sullom		P.	5	..	40	24	..	8	18	..	31	1	..	..	118	53	19	5	..	..	42	..	..	..	48	9	9
442	Urafirth		P.	5	..	60	52	1	15	26	1	43	1	..	..	102	73	25	6	..	..	..	..	..	..	73	16	0
	SANDSTING & AITESTING § 67.				469																							
1986	Clousta		P.	5	..	30	32	2	8	13	3	26	1	..	..	82	52	17	4	..	..	9	..	..	..	48	18	3
1560	Gruting		P.	5	..	30	64	2	18	22	..	42	1	..	1	131	73	31	8	..	..	16	..	..	3	58	9	3
1556	Sand		P.	5	..	54	36	1	12	12	1	26	1	..	1	95	46	17	4	..	..	28	..	..	..	38	12	0
1755	Sandsound		P.	5	..	30	25	1	7	11	..	19	p	..	..	63	41	12	3	..	..	8	..	..	..	36	9	9
1557	Skeld		P.	5	..	120	68	4	20	26	6	56	1	..	2	188	94	35	9	..	..	1	..	..	..	82	19	6
965	Twatt		P.	5	..	90	77	2	17	32	..	51	1	..	..	136	76	32	8	..	..	19	..	..	..	72	6	9
1748	West Burrafirth		P.	5	..	48	31	..	8	15	..	23	1	..	..	77	44	14	4	..	..	15	..	..	..	42	9	9
	TINGWALL, WHITENESS and WEISDALE § 67.				393																							
1380	Girlsta		P.	5	..	40	32	4	11	11	..	26	p	..	..	75	48	15	4	..	..	9	..	..	..	48	13	9
714	Gott		P.	5	..	78	22	2	7	8	1	18	1	..	..	81	37	10	3	..	..	31	..	..	..	39	14	6
606	Scalloway		P.	5	..	174	141	13	47	50	7	117	1	1	..	320	190	76	19	..	..	35	..	..	..	186	19	0
1346	Trondra		P.	5	..	60	24	..	10	8	2	20	p	..	..	74	40	11	3	..	..	19	..	..	..	43	17	0
1405	Weisdale		P.	5	..	40	27	2	8	11	1	23	p	..	..	70	45	13	3	..	..	15	..	..	..	45	3	3
2354	Whiteness		P.	5	..	110	78	2	27	35	1	65	1	..	..	155	86	36	49	..	..	..	..	..	..	97	13	9
	UNST § 67.				290																							
491	Baltasound		P.	5	..	80	45	3	14	18	..	35	1	..	..	109	46	11	4	..	..	39	..	..	9	50	6	3
548	Haroldswick		P.	5	..	81	93	10	32	26	..	68	1	1	1	158	80	37	9	..	..	22	..	..	10	76	5	6
568	Uyasound		P.	5	..	70	35	2	10	14	..	26	1	..	..	132	42	19	5	..	..	62	..	..	4	29	3	6
584	Westing		P.	5	..	50	36	..	20	11	..	31	p	..	..	95	49	19	5	..	..	17	..	..	6	42	2	0
	WALLS, SANDNESS, PAPA, and FOULA § 67.				333																							
68	*Dale		P.	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1859	Foula		P.	5	..	25	16	..	4	8	..	12	1	..	..	55	30	7	2	..	..	16	..	..	..	29	12	0
1062	Happyhansel		P.	6	..	90	61	2	20	27	5	54	1	1	..	186	70	42	8	..	..	66	..	..	..	77	3	3
1104	Midwalls		P.	6	..	60	46	..	13	22	..	35	1	..	..	140	60	30	6	..	..	45	..	..	..	50	2	0
1146	Papa Stour		P.	6	..	94	57	1	17	29	..	47	1	..	..	99	..	40	..	..	..	59	..	..	..	73	0	3
1051	Sandness		P.	6	..	61	74	9	21	36	..	66	1	..	1	142	92	55	10	..	..	..	..	..	..	86	12	6

* New School—Grant to run as from 1st July, 1905.

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
																									£ s. d.
	SHETLAND—*cont.*																								
	YELL § 67.			443																					
1957	Burravoe	P.	5	..	60	51	3	14	28	..	45	1	..	..	124	60	24	6	..	..	33	1	..	..	70 0 0
660	Cullivoe	P.	5	..	60	32	..	15	10	..	25	1	..	..	86	37	14	3	..	..	30	..	..	..	39 15 0
2530	East Yell	P.	5	..	44	37	..	12	16	1	29	p	..	..	70	52	17	4	..	..	..	..	..	..	52 8 9
1906	Gutcher	P.	5	..	30	20	3	6	6	..	15	1	..	..	112	48	16	4	..	..	44	..	..	..	46 0 6
694	Mid Yell	P.	5	..	124	86	4	27	32	6	69	1	1	..	250	108	49	12	..	..	80	..	..	..	108 14 6
132	Ulsta	P.	5	..	30	26	..	7	15	3	25	1	..	..	68	49	15	4	..	..	..	2	..	..	52 4 9
166	Westsandwick	P.	5	..	36	27	1	15	8	1	25	1	..	..	66	43	13	3	..	..	6	..	..	..	48 16 6
1984	West Yell	P.	5	..	50	25	..	8	11	3	22	p.	..	..	63	43	13	3	..	..	1	2	..	..	47 19 3
	Total			4861	5216	3980	343	1195	1552	198	3288	79	10	20	9673	5330	2058	600	203	27	1301	34	275	204	5300 16 2
	STIRLING.																								
	AIRTH.			289																					
2125	Airth	P.	3	..	182	159	30	57	59	1	147	3	1	1	408	153	38	51	..	..	107	12	..	..	161 10 6
1220	South Alloa	P.	3	..	100	62	10	20	24	..	54	1	1	..	207	64	35	49	..	..	56	3	..	..	59 0 0
3548	Dunmore Village	E.	3	..	84	49	11	15	19	..	45	1	1	..	177	54	30	15	..	72	..	6	..	..	49 0 3
	BALDERNOCK.			106																					
3020	Baldernock	P.	2	..	122	74	15	18	27	3	63	1	1	..	235	75	26	49	..	..	125	..	..	..	83 8 3
	BALFRON.			196																					
4807	Balfron	P.	2	..	208	184	25	49	64	6	144	3	1	..	443	153	81	38	..	..	167	4	..	..	168 18

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	Buchanan.				76																							
639	Buchanan		P.	6	..	65	51	6	17	21	3	47	1	1	..	351	77	22	48	..	..	204	..	..	..	96	12	3
928	Sallochy		P.	6	..	38	13	3	4	5	..	12	1	..	..	71	27	4	2	..	..	38	..	..	..	27	18	9
	Campsie.				1085																							
296	Craighead		P.	4	..	200	171	26	54	54	18	152	2	3	..	507	177	89	42	3	..	167	28	..	..	199	15	6
4742	Glen		P.	4	..	36	32	12	3	..	..	20	p	..	..	74	15	9	2	..	..	40	2	..	6	20	0	0
3298	Lennoxtown		P.	4	..	450	392	70	116	141	22	349	3	4	2	895	419	206	52	..	..	204	13	..	..	424	8	8
297	Torrance		P.	5	..	273	178	34	55	57	8	154	2	2	..	416	168	90	43	..	..	99	17	..	..	178	16	3
3263	Lennoxtown, St. Machan's		R.C.	10	..	258	244	44	73	102	..	224	4	1	..	470	245	136	64	..	81	..	15	..	..	244	11	6
	Denny § 67.				1773																							
4506	Denny		P.	3	..	1042	812	133	268	280	44	725	14	1	7	1991	867	447	112	..	..	453	..	..	112	387	14	10
304	Lawhill		P.	3	..	50	29	1	9	17	..	27	1	..	1	131	80	16	4	..	..	76	..	..	4	30	15	3
1272	Longcroft		P.	3	..	452	477	88	159	186	..	433	7	2	2	1072	461	245	61	..	..	248	1	..	61	434	1	9
2907	Denny		R.C.	11	..	332	318	90	93	107	..	290	4	2	..	607	294	181	76	..	170	..	14	..	..	308	0	9
	Drymen.				201																							
3670	Auchentroig		P.	3	..	59	36	2	13	15	..	30	1	..	..	100	54	22	5	..	..	19	..	..	..	47	5	6
289	Drymen		P.	2	..	120	106	12	33	42	9	96	2	..	..	340	122	64	15	..	..	139	..	..	..	124	9	0
1066	*Finnich Combination*		P.	3	..	51	41	7	17	7	..	31	1	..	..	132	44	20	9	..	..	59	..	..	..	41	0	0
	Dunipace § 67.				483																							
3753	Dunipace		P.	6	..	359	266	42	85	98	..	225	4	..	4	664	257	144	36	..	..	226	..	..	..	215	12	10
1131	Torwood		P.	6	..	112	45	8	15	12	..	35	1	..	..	136	38	20	5	..	..	73	..	..	..	34	0	9
	Falkirk (Burgh) § 67.				4164																							
1499	Bainsford		P.	4	..	800	912	211	299	275	36	821	16	3	2	2115	907	472	116	..	..	495	123	..	..	956	11	6
905	Camelon		P.	4	..	1080	811	165	302	285	..	752	15	1	3	1938	861	466	117	..	..	494	..	..	..	833	2	2
6428	Carmuirs		P.	4	..	800	633	126	200	191	23	550	12	1	3	1611	572	289	72	..	..	667	11	..	..	642	11	8
3125	Central		P.	4	..	384	306	85	131	41	..	257	5	2	2	833	311	173	48	..	..	254	52	..	..	271	6	7
1572	Comely Park		P.	4	..	901	876	180	260	328	..	768	15	..	4	2158	877	467	117	..	..	578	124	..	..	860	13	2
2376	High		P.	4	..	427	420	52	143	168	..	363	9	..	3	1263	439	230	58	..	..	237	299	..	..	409	16	11
2265	Northern		P.	4	..	1141	788	175	250	239	..	664	12	3	1	1913	743	400	100	..	..	548	122	..	..	733	5	11
6400	Victoria		P.	4	..	1339	1128	226	278	419	43	971	19	1	5	2638	1128	562	140	..	..	640	158	..	..	1173	10	3
3124	St. Francis		R.C.	11	..	288	395	44	116	139	..	299	2	4	..	578	289	208	79	4	..	..	11	..	..	313	2	3

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									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.																
															£	£	£	£	£	£	£	£	£	£	£	s.	d.
	STIRLING—*cont.*																										
	FALKIRK (Landward) § 67.			3427																							
1192	Auchengean	P.	12	..	118	81	11	29	35	..	75	2	..	..	241	92	49	12	..	..	89	..	..	..	92	12	9
2993	*Bonnybridge*	P.	12	..	762	631	118	201	215	37	571	10	3	2	1594	610	319	71	10	..	572	2	10	..	594	3	
547	Greenhill	P.	12	..	516	390	68	120	128	23	339	8	..	4	900	306	174	35	..	..	285	1	..	..	415	11	8
1232	Laurieston	P.	12	..	944	662	144	199	215	22	583	13	..	5	1604	597	326	72	..	..	558	26	26	..	677	3	10
	FINTRY.			56																							
3130	Fintry Stewart's	P.	2	..	63	65	13	19	22	2	56	1	..	..	208	61	24	14	40	..	69	..	..	..	74	8	4
	GARGUNNOCK.			116																							
3140	Gargunnock	P.	2	..	167	87	15	26	35	..	76	2	..	..	270	80	43	21	..	..	119	6	..	..	83	0	3
	GRANGEMOUTH § 67.			3691																							
2995	Bothkennar	P.	9	..	405	305	51	100	131	2	284	7	..	1	861	333	179	41	..	..	291	17	..	1	316	9	3
3550	Dundas	P.	9	..	905	573	6	340	177	..	523	10	..	5	1531	846	488	92	..	..	104	2	..	..	723	2	11
5866	Grange	P.	6	..	648	416	..	..	359	..	359	8	..	5	1433	480	231	60	..	..	654	9	..	..	441	6	3
5866 H.G.	Grange, H.G.	H.G. P.	6	..	296	98	..	..	..	83	83	4	..	..	662	188	87	9	..	..	279	..	180	..	329	2	11
6464	Grangemouth Infant	P.	9	..	560	363	252	71	1	..	324	5	..	5	391	..	..	..	..	..	391	..	..	..	188	3	11
3338	Polmont	P.	9	..	273	234	35	81	95	..	211	4	1	3	643	217	118	24	..	..	286	..	..	..	242	17	9
3592	Polmont, Redding Village	P.	9	..	212	185	57	97	12	..	166	3	..	3	499	246	128	35	..	..	90	..	..	..	169	16	6
1394	Polmont, Shieldhill	P.	9	..	300	294	65	100	94	1	260	6	..	3	708	287	161	32	..	..	208	20	..	..	281	6	3
6451	Redding	P.	9	..	448	302	..	14	236	17	267	7	..	..	1184	..	197	..	..	..	986	..	..	1	502	9	2
3585	Wallacestone	P.	9	..	395	320	100	157	25	..	282	5	..	5	690	401	290	55	..	..	14	..	..	..	292	19	3
592	Zetland	P.	9	..	371	343	80	186	94	..	309	5	1	4	847	323	175	37	..	..	311	1	..	..	337	17	3
6409	Sacred Heart	R.C.	9	..	102	86	11	33	26	..	70	1	..	..	179	83	48	21	..	36	..	1	..	..	63	15	0

	KILLEARN.				136																								
167	Killearn	P.	2	..	210	100	12	25	41	8	86	2	1	..	353	110	53	54	..	..	125	..	10	..	108	7	3
	KILSYTH (Town) § 67.				1739																								
168	Academy	P.	11	..	1666	1524	317	450	500	61	1328	26	..	11	3287	1535	806	177	..	..	31	139	139	461	1559	10	6
3735	Kilsyth	R.C.	11	..	349	317	80	91	106	..	277	3	3	1	615	272	136	82	2	51	..	20	..	..	295	14	0
	KILSYTH (Landward).				560																								
6259	Banknock	P.	2	..	200	150	27	58	50	..	135	3	1	1	425	144	108	70	..	..	108	..	..	..	148	10	6
4522	Banton	P.	2	..	188	145	25	51	53	..	129	2	2	1	410	153	85	80	..	..	121	..	..	..	140	5	3
470	Chapel Green	P.	2	..	196	172	41	48	57	..	146	2	3	..	431	161	86	63	..	..	121	..	..	..	156	3	9
	KIPPEN.				288																								
1097	Arnprior	P.	1	..	100	59	10	23	18	2	53		1	..	243	57	34	46	..	..	106	..	..	..	59	14	3
4486	*Bucklyvie*	P.	1	..	120	106	11	33	45	..	89	2	..	..	245	102	56	12	..	..	75	..	..	..	98	16	3
3234	Kippen	P.	1	..	191	152	23	46	58	10	137	2	1	..	366	162	81	19	..	..	104	..	..	..	167	15	6
	LARBERT § 67.				2489																								
6339	Carron	P.	12	..	720	602	123	173	195	27	521	9	2	5	1475	619	319	74	..	..	123	5	..	335	625	19	0
2688	*Carronshore*	P.	12	..	575	495	99	172	141	29	441	9	1	..	1364	511	275	57	..	..	243	..	..	278	532	3	6
4524	Larbert, Central	P.	12	..	1148	1013	206	309	335	44	894	18	..	6	2596	1045	537	123	..	..	281	6	42	562	1081	9	7
3256	Larbert, Village	P.	12	..	1037	658	110	213	223	29	575	12	3	3	1794	707	360	80	..	..	246	1	26	373	695	5	5
	LOGIE				700																								
2999	Bridge of Allan	P.	3	..	550	319	55	86	117	8	266	4	4	1	1028	316	164	41	..	..	502	4	..	..	310	16	5
3619	Causewayhead	P.	3	..	120	92	19	26	27	..	72	2	..	..	318	87	49	12	..	..	170	..	..	..	77	2	3
	MUIRAVONSIDE.				1280																								
2708	Blackbraes	P.	1	..	366	359	45	131	130	..	306	3	3	1	778	357	186	46	..	..	185	..	..	6	344	13	0
851	Drumbowie	P.	1	..	541	340	56	109	123	..	288	5	3	..	986	372	178	53	..	..	330	..	..	3	322	19	11
1130	Maddiston, Infant	P.	1	..	119	105	37	44	7	..	88	1	1	1	198	76	56	14	..	..	47	..	..	4	89	9	3
542	Muiravonside	P.	1	..	235	194	40	41	85	..	166	2	2	2	536	186	97	22	..	..	229	..	..	3	191	5	7
	ST. NINIAN'S.				1698																								
2424	Bannockburn	P.	1	..	667	520	109	173	165	10	457	8	1	3	1190	495	276	59	..	10	323	26	..	1	526	19	0
3931	Cambusbarron	P.	1	..	251	257	45	81	86	21	233	5	..	1	581	271	141	30	..	..	138	..	..	1	286	17	2
5877	Cowie	P.	1	..	230	281	60	102	79	8	249	5	2	..	675	256	145	30	..	..	245	..	..	1	280	11	5

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Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	(Senior Division).	(Supplementary Courses or Higher Grade Schools). Above 10.	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Income of School derived from. Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	Annual Grant paid at end of School Year 1904–1905. £ s. d.
	STIRLING—*cont.*																								
	St. NINIAN'S—*cont.*																								
3114	East Plean	P.	1		350	256	43	81	100		229	5	1		556	220	139	25			182				346 10 6
3338	Fallin	P.	1		60	28	8	6	6		20	1			140	53	11	8			34				35 15 6
3328	Millon	P.	1		150	100	19	36	36		90	2		1	271	105	50	13			43				99 19 6
654	Muiriand	P.	2		40	16	1	4	8		13	1			146	32	11	2			101				29 14 0
64	West Plean	P.	1		100	63	10	19	18		47	3			157	47	27	6			87	7			50 16 0
6122	Bannockburn, St. Mary's	R.C.	9		143	151	38	48	44		130	3	1	1	286	129	77	29		23					129 6 0
4116	Sauchie, Female	.	2		71	32	5	9	14		28	1			112	45	16	13		23					45 16 0
	SLAMANNAN § 67.			1283																					
1653	*Avonbridge*	P.	5		206	205	38	61	72		167	2	2	1	407	138	101	25			96			1	164 18 6
1498	Limerigg	P.	5		252	222	47	66	77		190	3	1	1	522	236	129	32			122			2	212 16 0
2696	Rosemount	P.	5		146	142	33	43	50		126	3	1	1	366	142	77	19			129				127 6 0
4294	Slamannan	P.	5		613	466	84	148	149	15	396	4	3	1	1015	464	242	60		50	246			3	488 19 4
2041	Barnsmuir	R.C.	5		133	66	17	23	18		58	1			150	44	30	15				2			54 8 0
	STIRLING (Burgh).			3520																					
804	Abbey	P.	4		60	50	13	17	14		44	1	1		153	49	28	7			67				46 12 0
3879	Allan's	P.	4		876	804	132	242	313	55	743	15	1		2418	967	486	109	32		963	13		3	973 3 8
886	Craig's	P.	5		701	714	126	211	243	44	624	14			1674	760	357	89			456	2			790 4 11
665	¶ High	P.	5		244	219	39	92	68		199	5	2		751	227	116	29			108	275			210 3 5
3313	St. Ninian's	P.	4		900	853	78	107	133	11	318	7	1		946	358	191	48			358	4		1	567 4 7
277	Territorial	P.	5		768	679	105	190	180	17	501	12		1	1550	618	318	78			535				508 1 7
3864	Episcopal	E.	2		422	283	62	91	93		246	4	2	1	853	278	146	113		27		13		23	269 13 3
2957	St. Mary's	R.C.	11		396	405	77	110	138	4	329	6	1		786	347	196	93	3	59		26			306 3 6
	STRATHBLANE.			149																					
3872	Strathblane	P.	1		243	121	23	53	61		137	3	1		485	112	62	58			201			1	110 8 6
	TOTA			29605	36549	28768	5502	9019	9775	811	25106	432	91	147	72111	29461	16144	4401	98	695	19404	1050	403	2255	29088 8 2

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SUTHERLAND.

	Assynt § 67.					419																							
3117	Achmelvich				P.	7	..	50	32		11	13	..	25	1	..	..	73	44	18	4	..	..	13	..	..	..	48	3	3
2964	Assynt				P.	7	..	28	8	..	3	3	..	6	p	..	..	66	24	4	1	..	..	37	.	..	..	22	19	9
555	Drumbaig				P.	7	..	58	46	6	14	17	..	37	1	..	1	110	58	21	5	..	..	25	..	..	..	63	7	9
4906	Elphine				P.	7	..	55	38	1	6	19	..	26	1	..	1	119	57	17	4	..	..	41	..	..	..	50	18	9
2116	Lochinver				P.	7	..	124	81	7	20	34	8	69	2	..	1	190	122	48	10	..	..	10	..	..	..	128	3	1
2820	Stoer				P.	7	..	194	153	9	40	59	4	112	2	..	2	334	141	42	15	30	..	106	..	..	..	152	6	2
6190	Unapool				P.	7	..	24	18	3	4	7	..	14	p	..	..	57	32	20	2	..	..	2	..	..	..	31	3	0
	Clyne § 67.					325																							
3023	Clyne				P.	6	..	327	237	34	68	100	..	202	3	1	4	582	393	92	28	..	..	5	..	..	65	275	15	8
3023 H.G	Clyne, H.G.				HGP	6	..	77	42	..	..	..	35	35	2	..	..	270	..	17	5	..	..	132	..	105	11	115	10	0
1140	Doll				P.	6	..	82	27	3	10	10	..	23	1	..	..	97	38	17	4	..	..	28	..	..	10	29	18	6
315	Strathbrora				P.	6	..	28	19	2	5	9	..	16	p	..	..	90	42	11	3	..	..	24	..	..	10	41	5	3
	Creich.					279																							
2860	Bonar Bridge				P.	6	..	198	126	18	33	46	8	105	2	1	3	563	169	65	56	..	..	272	..	..	..	194	2	0
2008	Invershin				P.	6	..	40	18	..	6	8	..	14	1	..	..	87	32	8	2	..	..	44	..	..	..	33	15	0
2961	Larachan				P.	6	..	100	45	5	9	25	..	39	1	..	..	125	68	24	6	..	..	27	..	..	..	66	18	3
616	Rosehall				P.	6	..	90	60	5	16	23	7	51	1	1	1	317	98	35	49	..	..	135	..	..	..	111	17	3
	Dornoch § 67.					486																							
1713	Balvraid				P.	6	..	80	49	3	17	20	..	40	p	..	..	104	56	20	5	..	..	24	..	..	..	67	19	6
3087	Dornoch Burgh				P.	6	..	273	156	25	61	60	..	146	4	..	1	610	305	100	25	..	..	60	..	120	..	191	16	4
3087 H.G	Dornoch Burgh H.G.				H.G. P.	6	..	104	47	..	..	1	42	43	1	..	..	284	106	19	..	..	..	39	..	120	..	121	1	3
2992	Embo				P.	6	..	161	142	38	39	54	..	131	2	1	..	290	154	71	18	..	..	48	..	..	..	168	15	6
2599	Rearquhar				P.	6	..	100	34	5	11	15	..	31	1	..	..	102	39	18	5	..	..	40	..	..	..	40	6	9
2164	Skibo				P.	6	..	82	35	11	9	13	..	33	1	..	1	97	64	25	6	..	..	2	..	..	..	51	12	3
	Durness § 67.					159																							
2261	Durine				P.	7	..	130	83	13	24	27	13	77	2	1	..	541	124	48	52	60	..	257	..	..	..	132	16	0
4804	Laid				P.	7	..	40	33	2	10	18	..	30	1	..	..	236	89	27	8	..	..	103	..	..	..	86	14	6
	Eddrachillis § 67.					262																							
2614	Badcall Incharo				P.	7	..	80	53	6	14	23	..	43	2	..	..	226	73	29	47	34	..	43	..	..	..	71	11	0
6393	Fanagmore				P.	8	..	32	24	2	7	11	..	20	1	..	..	129	47	15	4	..	..	63	..	..	..	41	17	9
2349	Old Shore				P.	7	..	84	73	7	27	32	..	66	1	1	..	203	77	43	11	..	..	72	..	..	..	86	10	6
3115	Scourie				P.	7	..	55	49	4	19	21	..	44	1	..	1	223	73	32	8	..	..	110	..	..	..	72	19	3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904–1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£ s. d.
	SUTHERLAND—*cont.*																								
	FARR.			432																					
2762	Armadale	P.	3	..	54	24	4	6	8	..	18	p	..	..	91	33	10	2	..	..	46	..	..	..	34 2 0
1113	Dalhalvaig	P.	3	..	60	40	2	12	18	4	36	2	..	..	213	65	24	56	..	..	67	..	..	..	71 16 6
817	Farr	P.	3	..	108	89	10	29	38	..	77	2	..	1	497	158	71	13	..	..	250	..	..	..	151 10 6
1743	Kirtomy	P.	3	..	62	34	3	12	15	..	30	1	..	..	148	56	19	5	..	..	62	..	..	..	54 8 3
2801	Melvich	P.	3	..	149	102	16	38	31	7	92	2	..	1	241	125	57	14	..	..	45	..	..	..	124 16 3
2570	Strathy	P.	3	..	90	70	6	25	25	..	56	1	..	..	178	90	35	50	25	..	..	..	..	..	80 3 3
	GOLSPIE § 67.			310																					
3178	Golspie	P.	6	..	429	256	47	74	107	..	228	3	1	2	739	219	144	35	60	..	160	..	120	2	326 0 10
3178 H.G.	Golspie H.G.	H.G.	6	..		22	..	..	..	21	21	1	..	..	..	Included with Elementary School.									88 16 10
		P.																							
6470 H.G.	Sutherland Technical, H.G.	H.G.	6	..	134	24	..	..	..	24	24	2	..	..	721	..	12	2	..	614	..	..	90	3	102 16 10
	KILDONAN.			336																					
3095	Helmsdale	P.	6	..	322	223	39	5	81	..	125	3	1	2	471	159	118	29	..	..	166	..	..	..	242 11 11
3095 H.G.	Helmsdale H.G.	H.G.	6	..	52	25	..	..	..	19	19	2	..	..	249	44	12	3	..	..	70	..	120	..	78 9 9
		P.																							
4563	Kildonan	P.	5	..	29	17	1	5	9	..	15	1	..	..	63	33	8	2	..	..	20	..	..	..	33 16 0
1987	Klibrace	P.	5	..	34	35	7	8	15	..	30	1	1	..	104	49	16	4	..	..	35	..	..	..	58 14 0
	LAIRG.			180																					
4029	Lairg	P.	6	..	128	117	16	34	50	..	100	2	1	2	250	192	67	17	..	..	..	..	..	..	141 9 4
4029 H.G.	Lairg, H.G.	H.G.	6	..	76	22	..	..	..	18	18	1	..	..	294	36	7	2	..	..	138	..	110	..	78 0 4
		P.																							
1876	Shinness	P.	6	..	78	19	2	6	9	..	17	1	..	..	102	39	11	3	..	..	49	..	..	..	37 6 9

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	LOTH				87																							
3707	Loth		P.	6	..	70	20	4	4	11	..	19	1	..	..	36	40	11	3	..	..	32	1	..	..	39	15	8
4562	Portgower		P.	6	..	51	37	6	10	10	..	35	1	..	..	58	53	10	5	..	..	11	..	..	..	55	14	8
	ROGART.				169																							
3896	Blarich		P.	6	..	81	38	3	15	14	2	34	1	1	..	195	64	22	46	..	..	64	..	..	..	56	17	0
2285	Rhilochan		P.	6	..	43	27	1	6	13	..	20	1	..	..	122	40	14	4	..	..	64	..	..	..	32	5	9
3795	Rogart		P.	6	..	109	65	8	22	20	4	54	2	..	..	248	95	33	58	..	..	61	..	..	1	96	11	6
	TONGUE § 67.				365																							
3381	Melness		P.	7	..	205	100	11	29	36	..	76	2	..	2	291	106	47	12	..	..	90	..	..	36	88	12	0
2170	Skerray		P.	7	..	110	104	10	32	39	3	84	1	1	..	251	125	53	13	..	..	20	..	..	40	97	9	3
199	Tongue		P.	7	..	109	77	4	26	26	5	61	1	1	1	315	138	37	13	..	..	89	..	..	38	130	4	0
	TOTAL				3809	5269	3310	410	941	1252	224	2327	75	13	26	12068	4481	1729	787	209	614	3902	1	785	216	4802	7	1
	WIGTOWN.																											
	GLASSERTON.				188																							
3168	Glasserton		P.	2	..	94	55	6	13	22	..	46	2	..	..	210	75	32	16	..	..	87	..	..	..	67	1	8
148	Knock		P.	2	..	91	30	5	8	9	..	22	1	..	..	169	45	20	9	..	..	95	..	..	..	34	19	6
724	Ravenstone		P.	2	..	74	45	5	12	17	..	34	1	..	..	198	50	22	8	..	..	117	..	..	..	52	11	9
	INCH.				421																							
3005	Cairn Ryan		P.	4	..	81	42	5	17	16	..	38	1	..	..	133	51	22	5	..	..	55	..	..	..	54	2	0
3194	Castle Kennedy		P.	4	..	115	80	12	27	30	..	69	1	1	..	253	78	41	10	..	..	123	..	..	..	76	17	6
367	Inchparks		P.	4	..	141	100	9	30	39	..	78	2	1	..	287	99	63	43	..	..	81	..	..	..	86	13	3
2684	*Lochans*		P.	4	..	168	142	14	40	69	..	123	3	..	..	359	144	77	19	..	..	118	..	..	..	137	10	9
	KIRKCOLM.				261																							
3705	Douloch		P.	4	..	105	76	14	20	27	..	61	2	..	..	235	75	35	59	..	..	66	..	..	..	76	3	3
3063	Kirkcolm		P.	4	..	168	105	8	20	52	..	80	3	..	..	312	94	50	53	..	..	115	..	..	..	92	10	9
934	Village		P.	4	..	49	38	18	17	1	..	36	1	..	..	81	33	20	5	..	..	23	..	..	..	36	11	3
	KIRKCOWAN.				207																							
737	Darnow		P.	4	..	50	23	6	4	9	..	19	1	..	..	96	37	12	3	..	..	45	..	..	..	35	7	9
10	Kirkcowan		P.	4	..	239	194	33	50	83	..	166	3	..	2	433	195	108	26	..	..	109	..	..	..	188	4	0
	KIRKINNER.				268																							
3875	Kirkinner		P.	3	..	178	136	17	42	49	..	108	2	1	..	368	117	65	16	..	..	169	..	..	1	118	12	9
4433	Longcastle		P.	3	..	109	78	12	17	30	..	59	1	..	..	219	72	40	10	..	..	98	..	..	..	64	14	0
2474	Malzie		P.	3	..	57	37	5	10	15	..	30	1	..	..	101	48	15	4	..	..	39	..	..	..	49	2	

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1904-1905.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903-1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
	WIGTOWN—*cont.*																							
	Kirkmaiden.			412																				
3696	Central - - - - -	P.	4	..	230	154	22	43	55	5 125	3	..	2	415	156	77	49	..	..	106	..	25	2	147 9 3
2492	Northern - - - - -	P.	4	..	190	117	19	38	42	2 101	3	..	1	356	105	58	54	..	..	138	..	..	..	113 6 0
3242	Southern - - - - -	P.	4	..	85	60	7	20	24	.. 51	2	..	..	190	58	28	47	..	..	58	..	..	..	62 14 0
	Leswalt.			197																				
3559	Larbrax - - - - -	P.	4	..	55	42	5	13	16	.. 34	1	..	..	135	..	25	6	..	..	103	..	..	..	..
173	Leswalt - - - - -	P.	4	..	200	123	15	39	40	.. 94	2	..	2	309	109	56	14	..	..	120	..	..	..	111 4 0
	Mochrum.			420																				
1276	Culshabbin - - - - -	P.	2	..	60	54	5	15	24	.. 44	1	..	..	134	52	23	10	..	..	50	..	..	..	61 16 0
2912	Elrig - - - - -	P.	2	..	80	36	8	10	12	.. 30	1	..	..	126	30	16	8	..	..	72	..	..	..	30 8 0
544	Mochrum - - - - -	P.	2	..	132	120	20	29	47	.. 96	2	..	..	248	104	57	27	..	..	59	..	..	1	104 19 9
3700	Port William - - - -	P.	2	..	240	161	29	42	54	.. 125	3	..	..	469	150	82	39	..	..	142	..	55	1	137 15 0
	New Luce.			122																				
673	Glenwhilly - - - -	P.	3	..	31	24	3	7	11	.. 21	1	..	..	83	37	12	3	..	..	31	..	..	..	38 5 9
2806	New Luce - - - - -	P.	3	..	154	109	21	28	39	.. 88	2	1	..	275	98	55	14	1	..	100	..	..	3	96 6 3
	Old Luce or Glenluce.			413																				
3092	Drochduil - - - - -	P.	3	..	120	100	14	29	40	.. 83	2	..	..	257	89	49	1	..	..	119	..	..	..	91 5 0
3519	Glenluce Academy - -	P.	3	..	313	238	39	58	81	14 192	3	2	4	606	266	122	30	..	..	162	..	34	..	238 4 1
2100	Glen of Luce - - - -	P.	3	..	132	90	16	26	33	.. 75	1	..	1	177	54	38	10	..	..	45	..	..	..	99 14 0

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	Penninghame.			623																							
3021	Challoch	P	2	..	49	39	7	12	13	..	32	2	..	..	112	35	22	8	..	..	47	..	..	..	34	19	0
2355	Corsbie Infants	P.	11	..	121	93	72	..	..	..	72	1	..	2	150	73	43	13	..	..	10	..	..	..	71	19	2
2089	Grange	P.	2	..	100	57	8	20	17	..	45	1	1	..	180	72	18	56	..	..	34	..	..	..	65	1	6
444	Loudon	P.	2	..	54	32	5	10	9	..	24	1	..	..	114	40	13	3	..	..	48	..	..	10	34	8	0
3321	Penninghame	P.	11	..	292	274	..	100	136	..	236	5	1	..	637	292	149	32	4	..	160	..	..	..	276	2	3
3069	Newton Stewart, St. Ninian's	R.C.	11	..	145	52	20	14	13	..	47	1	..	..	132	46	25	13	..	48	..	..	..	..	48	9	9
	Portpatrick.			209																							
2781	Portpatrick	P.	5	..	277	178	30	52	62	..	144	2	1	..	424	153	84	21	..	..	165	..	..	..	156	10	6
	Sorbie.			238																							
3151	Garlieston	P.	2	..	225	159	45	29	57	..	131	2	1	1	365	136	72	36	..	..	115	..	10	..	141	10	0
2379	Sorbie	P.	2	..	208	152	15	44	60	..	119	2	..	1	265	130	69	34	..	..	31	..	..	..	140	7	6
	Stoneykirk.			525																							
2139	Ardwell	P.	5	..	160	126	24	40	43	..	107	2	..	..	329	116	64	16	..	..	134	..	..	..	115	13	3
2496	Meoul	P.	5	..	102	88	15	29	31	..	75	2	..	..	239	84	51	12	..	..	91	..	..	..	86	12	0
2628	Sandhead	P.	5	..	117	92	16	34	34	..	84	2	..	..	262	77	45	11	..	..	129	..	..	..	85	16	0
3004	Stoneykirk, No. 2	P.	5	..	193	128	13	46	50	..	109	3	..	..	350	101	59	55	..	..	135	..	..	..	120	10	6
	Stranraer (Burgh) § 67.			1237																							
102	Academy	P.	5	..	345	271	62	101	132	50	345	6	2		969	420	196	49	..	..	219	..	..	86	462	0	4
2464	Lewis Street Elementary	P	12	..	459	388	62	128	155	..	345	6	..	3	812	377	209	44	..	..	182	..	..	..	388	1	3
2098	Sheuchan	P.	12	..	302	278	55	93	95	..	243	4	..	3	582	264	144	33	..	..	141	..	..	..	269	5	9
1237	St. Joseph's	R.C	12	..	110	101	14	34	50	..	98	2	1	..	279	103	60	26	..	90	..	..	..	..	108	10	6
	Whithorn.			436																							
4087	Isle of Whithorn	P.	2	..	131	89	14	27	27	..	68	2	..	..	259	81	44	22	..	..	113	..	..	..	75	2	3
188	Whithorn	P.	2	..	313	330	54	86	110	20	270	4	..	2	650	311	184	77	..	..	7	..	70	..	..		
	Wigtown.			350																							
26	Burgh and Parish	P.	9	..	356	267	30	80	84	23	217	5	..	1	669	270	131	29	..	..	159	10	70	..	270	5	0
1833	All Souls	R.C.	9	..	105	50	7	7	21	..	35	1	..	..	97	48	25	13	..	11	..	..	..	..	32	15	3
	Total			6577	7905	5953	960	1715	2185	114	4974	108	13	27	15110	5780	3027	1205	5	148	4562	10	264	109	5493	10	4

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TABLE

SUMMARY OF PRECEDING

COUNTY.	Number of Schools.	Population of School Age (5—14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number
							Above 10.			
					Under 7. (Infants).	Above 7 and under 10. (Junior Division).	(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated (including Prov. Cert. Teachers).
Aberdeen	294	63,997	74,994	61,243	10,366	19,502	20,101	4,155	54,124	1,124
Argyll	170	13,708	19,979	12,003	1,775	3,519	4,230	936	10,560	289
Ayr	175	52,739	57,582	49,422	7,813	15,754	17,264	1,681	42,512	761
Banff	87	13,630	18,900	13,242	2,399	4,020	4,228	1,041	11,688	221
Berwick	51	5,608	8,088	5,104	969	1,519	1,818	156	4,462	92
Bute	23	3,234	4,483	2,873	417	873	1,066	171	2,527	60
Caithness	65	6,567	10,136	6,551	1,136	1,826	1,814	899	5,675	128
Clackmannan	20	6,419	7,974	6,148	1,144	1,881	2,118	359	5,502	105
Dumbarton	65	23,701	26,617	22,448	4,105	6,924	7,814	819	19,662	354
Dumfries	105	13,726	19,629	13,000	2,485	3,880	4,729	452	11,546	226
Edinburgh	174	86,743	93,513	77,252	13,364	23,743	25,226	4,760	67,093	1,369
Elgin	54	8,894	12,140	8,195	1,499	2,327	2,748	558	7,132	157
Fife	149	43,498	53,200	42,829	8,296	13,127	13,448	2,318	37,191	684
Forfar	160	53,495	57,611	48,240	8,980	14,758	15,519	2,531	41,788	844
Haddington	42	7,514	9,065	7,089	1,353	2,127	2,324	218	6,022	114
Inverness	188	16,905	22,086	15,073	2,012	4,251	5,510	885	12,658	281
Kincardine	52	6,481	8,463	5,930	1,149	1,733	1,875	423	5,180	105
Kinross	7	1,238	1,445	1,117	175	346	355	46	922	21
Kirkcudbright	70	7,749	10,764	7,230	1,327	2,141	2,696	218	6,382	137
Lanark	394	256,671	266,207	236,053	36,424	75,408	84,169	7,867	203,868	3,764
Linlithgow	47	14,705	17,045	14,797	2,906	4,481	4,605	493	12,485	221
Nairn	14	1,623	1,935	1,574	308	444	496	95	1,343	27
Orkney	61	4,884	7,022	4,108	493	1,219	1,363	382	3,457	94
Peebles	21	2,618	3,667	2,290	416	683	816	76	1,991	49
Perth	171	21,787	28,915	19,793	3,547	6,077	6,748	795	17,167	399
Renfrew	100	57,205	59,805	53,137	8,096	16,469	18,764	2,668	45,997	783
Ross	139	14,788	18,845	13,561	1,817	3,776	4,796	1,003	11,392	216
Roxburgh	68	8,758	11,754	7,549	1,275	2,231	2,724	311	6,541	150
Selkirk	24	4,271	5,665	3,872	628	1,167	1,328	196	3,319	81
Shetland	62	4,861	5,216	3,980	343	1,195	1,552	198	3,288	79
Stirling	91	29,505	35,549	28,758	5,502	9,018	9,775	811	25,106	482
Sutherland	51	3,809	5,269	3,310	410	941	1,252	224	2,827	75
Wigtown	50	6,577	7,905	5,953	960	1,715	2,185	114	4,974	108
TOTAL	3,244	866,908	991,418	803,783	133,891	249,075	275,556	37,859	696,381	13,604

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No. 4.

'ABLE UNDER COUNTIES.

f Teachers.		Expenditure on Maintenance of School.	Income of School Derived from										*Annual Grant paid at end of School Year, 1904–1905.		
Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1903–1904.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.				
		£	£	£	£	£	£	£	£	£	£	£	s.	d.	
188	330	164,717	63,685	31,905	10,042	2,842	1,321	46,343	4,027	1,725	1,461	69,473	3	2	
43	65	41,593	16,351	6,264	2,402	675	172	14,290	541	755	236	18,277	13	0	
186	235	119,708	43,128	24,710	6,747	789	1,091	33,110	3,412	909	1,065	50,762	7	5	
66	96	34,430	12,817	6,991	2,738	1,252	314	8,485	213	1,063	631	14,929	9	9	
28	17	15,128	5,189	2,636	1,163	1	96	5,768	100	126	49	5,299	3	6	
3	12	8,893	3,100	1,456	492	112	191	2,899	334	290	20	3,325	13	1	
28	55	18,032	7,801	3,115	1,354	230	33	3,876	—	524	1,212	9,094	6	7	
17	48	17,263	6,703	3,168	921	1	169	4,722	607	420	612	6,971	11	6	
103	104	58,615	20,566	11,335	3,574	106	950	19,380	1,227	1,308	255	23,945	14	4	
57	73	37,099	13,944	7,047	2,235	1,113	640	11,275	479	116	326	14,422	17	3	
197	448	237,483	80,881	37,783	12,061	427	2,567	94,153	5,153	2,238	2,009	88,267	4	6	
25	63	22,010	8,173	4,293	1,505	1,390	153	5,515	110	503	495	9,105	12	11	
166	194	102,424	41,777	22,466	5,774	405	327	29,558	766	892	366	45,513	18	1	
147	186	129,311	50,816	24,743	7,875	282	2,587	37,086	4,663	1,622	254	53,450	4	10	
30	40	17,823	6,763	3,549	1,404	563	97	4,941	80	126	165	7,274	14	8	
73	85	42,572	19,141	7,868	2,933	444	870	11,212	149	369	42	20,830	10	0	
34	18	15,250	6,117	2,988	1,249	66	272	4,339	65	125	12	6,435	12	7	
5	3	2,349	1,097	572	265	—	52	849	—	—	14	1,111	3	11	
29	39	21,164	7,799	3,720	1,547	251	200	7,095	26	360	175	7,770	1	7	
667	1,151	630,767	234,674	118,356	38,839	1,687	15,486	191,662	14,698	10,804	3,889	253,058	11	10	
54	79	33,716	14,203	7,471	2,671	599	311	7,516	167	527	95	14,858	1	3	
6	12	3,485	1,516	765	322	72	4	870	—	—	—	1,708	11	4	
18	41	11,641	5,797	2,168	960	521	—	1,846	37	250	131	5,982	2	3	
11	7	7,281	2,488	1,190	651	11	91	2,661	51	9	130	2,516	18	4	
73	105	56,863	20,694	9,998	3,901	460	865	20,086	446	405	128	21,574	5	2	
179	297	133,657	54,794	25,742	8,955	764	5,559	32,853	2,032	1,718	2,063	58,229	5	4	
93	105	36,535	17,769	7,041	3,204	551	66	7,317	14	642	537	18,455	18	8	
25	39	21,971	8,119	3,958	1,647	70	247	7,474	19	227	190	8,074	5	3	
5	24	11,110	4,150	1,970	666	40	348	3,908	60	25	12	4,242	13	4	
10	20	9,673	5,339	2,068	600	203	27	1,301	34	275	204	5,300	16	2	
91	147	72,211	28,461	15,144	4,401	93	625	19,404	1,650	403	2,255	29,538	8	2	
13	26	12,068	4,481	1,729	787	209	614	3,302	1	785	216	4,802	7	1	
13	27	15,110	5,780	3,027	1,205	5	148	4,562	10	264	109	5,493	10	4	
2,718	4,191	2,162,406	823,619	407,225	135,090	16,232	36,503	649,661	41,191	29,897	19,368	*890,086	17	2	

* Including the Grant for Blind and Deaf Mute Children (Art. 20), and the Grant for Drawing (Art. 19 B 4).

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TABLE No. 5.

LIST OF FEE-PAYING SCHOOLS, 1904–1905.

(1) PUBLIC SCHOOLS SANCTIONED UNDER ARTICLE 134 OF THE CODE.

OFFICIAL NUMBER.	COUNTY.	NAME OF SCHOOL.	Amount of School Fees paid by Scholars. £ s. d.	Number of Scholars Paying Fees.	Number of Free Scholars.	TOTAL.
4640	Aberdeen	Aberdeen, Ashley Road	1010 12 2	1082	22	.
4260 H.G.	,,	Peterhead (B) Academy, Higher Grade	160 15 6	69	109	178
2415	Argyll	Campbeltown (B) Grammar	196 2 0	218	213	431
2415 H.G.	,,	Campbeltown (B) Grammar, Higher Grade	98 12 0	148	..	148
2724	Ayr	Ardrossan Academy	228 17 3	210	3	213
2724 H.G.	,,	Ardrossan Academy, Higher Grade	139 15 6	55	60	115
603	,,	Ayr (B) Grammar	449 19 6	451	20	471
1352	,,	Kilmarnock (B) Academy	496 19 11	452	28	480
1352 H.G.	,,	Kilmarnock (B) Academy, Higher Grade	302 4 2	150	184	334
6447	,,	Monkton and Prestwick High	116 12 0	137	50	187
3208 H.G.	Banff	Keith, Higher Grade	61 3 7	47	71	118
3586	Bute	Rothesay (B) Academy and Thomson's Institution	199 3 4	226	18	244
3586 H.G.	,,	Rothesay (B) Academy and Thomson's Institution, Higher Grade	109 1 0	64	28	92
202	Clackmannan	Alloa (Town) Academy	142 13 6	242	117	359
202 H.G.	,,	Alloa (Town) Academy, Higher Grade	250 19 1	76	56	132
3813	Dumbarton	Dumbarton (B) Academy	232 5 2	227	48	275
3813 H.G.	,,	Dumbarton (B) Academy, Higher Grade	96 4 6	39	81	120
2073	,,	Kirkintilloch (Town), Lennie Academy	241 5 0	217	..	217
4448	,,	Row, Helensburgh Hermitage	294 9 6	293	13	306
4448 H.G.	,,	Row, Helensburgh Hermitage, Higher Grade	80 8 0	44	27	71
112	Dumfries	Annan Academy	137 12 7	235	..	235
4685	Edinburgh	Leith (B) Academy	779 9 0	653	18	671
4918	,,	Leith (B) Trinity Academy	834 10 0	664	19	683
39	,,	Musselburgh (B) Grammar	171 17 6	182	37	219
39 H.G.	,,	Musselburgh (B) Grammar, Higher Grade	16 17 6	10	48	58
5649	Fife	Kirkcaldy (B) High (Elementary Department)	406 12 2	266	14	280
5652	Forfar	Arbroath (B) High (Elementary Department)	122 18 2	97	7	104
138	,,	Brechin (B) High (Lower Department)	61 17 11	66	..	66
4682	,,	Broughty Ferry (Town), Grove Academy	357 10 3	267	22	289
4682 H.G.	,,	Broughty Ferry (Town) Grove Academy, Higher Grade	165 11 3	133	65	198
629	,,	Dundee (B), Harris Academy	681 12 4	481	.	481
629 H.G.	,,	Dundee (B), Harris Academy, Higher Grade	680 14 1	538	..	538
4678	,,	Dundee (B), Morgan Academy	600 3 6	474	..	474
4678 H.G.	,,	Dundee (B), Morgan Academy, Higher Grade	335 19 4	162	125	287
4602	,,	Forfar (B) Academy	191 11 0	148	9	157
552	,,	Montrose (B) Academy	185 7 6	150	..	150
5222	Haddington	North Berwick High (Elementary Department)	66 2 6	58	2	60
385 H.G.	Lanark	Glasgow, John Street, Bridgeton, Higher Grade	151 12 6	101	174	275
705 H.G.	,,	Glasgow, Kent Road, Higher Grade	69 13 0	56	230	286
6431 H.G.	,,	Glasgow, Provanside, Higher Grade	58 16 3	30	95	125
4802 H.G.	,,	Glasgow, Whitehill Higher Grade	322 6 10	188	243	431
932 H.G.	,,	Glasgow, Woodside, Higher Grade	147 0 0	94	171	265
1824	,,	Govan, Bellahouston Academy	770 12 9	657	..	657
1824 H.G.	,,	Govan, Bellahouston Academy, Higher Grade	267 7 6	120	83	203
615	,,	Govan, Hillhead	1120 8 9	339	..	339
900	,,	Govan Partick, Hamilton Crescent	678 19 4	586	..	586
900 H.G.	,,	Govan Partick, Hamilton Crescent Higher Grade	149 7 9	50	116	166
1022	,,	Govan Pollokshields, Albert Road	623 2 2	577	2	579
1022 H.G.	,,	Govan Pollokshields, Albert Road, Higher Grade	150 10 0	51	59	110
4738	,,	Hamilton (B) Academy (Elementary Department)	201 17 4	161	8	169
2409	Orkney	Kirkwall (B) Higher Grade	84 7 0	22	92	114
5659	Perth	Callander McLaren High (Elementary Department)	47 12 6	41	7	48
2376	Stirling	Falkirk (B) High	299 1 0	403	13	416
665	,,	Stirling (B) High	274 13 2	235	1	236

(2) VOLUNTARY SCHOOLS NOT CLAIMING GRANT IN RELIEF OF FEES.

			£ s. d.			
2343	Banff	Fordyce, Portsoy Durn Road	31 12 2	35	..	35
4528	Edinburgh	Edinburgh, St. James' Episcopal	182 3 6	160	30	190
4694	,,	Edinburgh, St. Mary's Cathedral, Albany St., R.C.	153 12 8	144	..	144
32	,,	Edinburgh, James Gillespie's	1843 12 4	1300	64	1364
32 H.G.	,,	Edinburgh, James Gillespie's Higher Grade	359 14 0	203	9	212
5622	Lanark	Glasgow, Our Lady and St. Francis', R.C.	102 19 11	201	..	201
5622 H.G	,,	Glasgow, Our Lady and St. Francis', R.C., Higher Grade	17 14 2	92	..	92
449	,,	Glasgow, St Mungo's Academy, R.C.	217 16 6	102	..	102
449 H.G.	,,	Glasgow, St. Mungo's Academy, R.C., Higher Grade	153 7 2	88	..	88
6484	,,	Glasgow Garnethill Convent, R.C.	117 17 0	142	..	142
6113	,,	Govan, Dowanhill Practising, R.C.	98 7 6	89	32	121
6113 H.G.	,,	Govan, Dowanhill Practising, R.C., Higher Grade	59 7 6	37	81	118
4736	Perth	Perth (B), Sharp's Institution (Lower Department)	312 5 9	261	13	274
3654	Renfrew	Paisley (B), John Neilson Institution	1129 10 0	696	171	867

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Table No. 6.

LIST OF HIGHER GRADE SCHOOLS (OR DEPARTMENTS) ON THE ANNUAL GRANT LIST.

County.	Name of School.	Denomination.	Average Attendance.			
			1st Year.	2nd Year.	Beyond 2nd Year.	Total.
Aberdeen	Aberdeen, Central	P.	347	148	130	625
"	" Normal	U.F.C	19	5	6	30
"	" Practising	C.S.	28	32	28	88
"	Ellon	P.	19	10	7	36
"	Fraserburgh Academy	P.	42	29	20	91
"	*Huntly Gordon	P.	–	–	–	–
"	*Inverurie	P.	–	–	–	–
"	*Kemnay	P.	–	–	–	–
"	Peterhead (B) Academy	P.	71	74	38	183
"	Turriff	P.	35	21	16	73
Argyll	Campbeltown (B) Grammar	P.	52	46	60	158
"	Duncon Grammar	P.	54	32	22	108
"	Kilarrow, Bowmore	P.	10	4	–	14
"	Oban (B) High	P.	54	35	23	112
Ayr	Ardrossan Academy	P.	57	31	20	108
"	Dalry	P.	32	11	4	47
"	Girvan	P.	33	20	20	73
"	Kilmarnock (B) Academy	P.	143	103	66	312
"	Largs	P.	45	–	–	45
"	Maybole and Carrick Academy	P.	73	–	–	73
Banff	Aberlour	P.	53	13	15	81
"	Banff (B) Academy	P.	35	39	38	112
"	Fordyce Academy	P.	20	23	34	82
"	Keith	P.	45	43	27	115
"	Mortlach	P.	31	16	20	67
"	Rathven Buckie	P.	46	16	9	71
Bute	Rothesay (B) Academy and Thomson's Institute	P.	38	26	26	90
Caithness	*Latheron, Lybster	P.	–	–	–	–
"	*Olrig, Castletown	P.	–	–	–	–
"	Thurso, Miller Institution	P.	32	27	33	92
"	Wick (B), Pulteneytown Academy	P.	65	55	46	166
Clackmannan	Alloa (Town) Academy	P.	64	51	19	134
"	Alva Academy	P.	63	25	15	103
Dumbarton	Bonhill, Vale of Leven Academy	P.	53	21	12	86
"	Dumbarton (B), Academy	P.	73	35	19	127
"	Kirkintilloch (Town) Lenzie Academy	P.	52	30	10	92
"	New Kilpatrick	P.	27	19	6	52
"	Old Kilpatrick, Clydebank	P.	96	–	–	96
"	Row, Helensburgh Hermitage	P.	47	25	12	84
Dumfries	Annan Academy	P.	26	21	9	56
"	Dryfesdale, Lockerbie Academy	P.	38	27	24	89
"	Langholm Academy	P.	33	31	20	84
"	Moffat Academy	P.	13	8	4	25
Edinburgh	Colinton, Juniper Green, Male	P.	45	–	–	45
"	Dalkeith, King's Park	P.	24	5	5	34
"	Edinburgh Boroughmuir	P.	460	212	80	752
"	" Broughton	P.	188	131	53	372
"	" James Gillespie's	P.	85	125	–	210
"	" Normal and Model	U.F.C.	54	26	11	91
"	" " Practising	C.S.	42	19	–	61
"	Lasswade	P.	50	17	9	76
"	Leith (B) Academy	P.	248	69	21	338
"	" " Trinity Academy	P.	131	22	16	169
"	Musselburgh (B) Grammar	P.	27	14	10	51
"	*Penicuik	P.	–	–	–	–
"	West Calder	P.	39	11	9	59
Elgin	Bellie Fochabers, Milne's Institution	–	27	32	7	66
"	Cromdale, Grantown	P.	14	17	16	47
"	Forres Burgh	P.	27	18	25	70
Fife	Burntisland (B & L)	P.	27	26	9	62
"	Ferryport-on-Craig	P.	35	45	6	86
"	*Forgan, Newport	P.	–	–	–	–
"	*Newburgh	P.	–	–	–	–

* New School—Grant to run as from 1st August, 1905.

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List of Higher Grade Schools—*continued.*

County.	Name of School	Denomination.	Average Attendance.			
			1st Year.	2nd Year.	Beyond 2nd Year.	Total.
Fife	Scoonie Leven	P.	20	12	–	32
,,	Wemyss, Buckhaven	P.	19	9	5	33
Forfar	Broughty Ferry, Grove Academy	P.	84	73	18	175
,,	Dundee (B), Harris Academy	P.	258	109	169	536
,,	,, ,, Morgan ,,	P.	104	91	88	283
,,	Kirriemuir, Webster's Seminary	P.	27	26	14	67
Haddington	Dunbar (B)	P.	28	11	9	48
Inverness	*Inverness (B) High	P.	–	–	–	–
,,	Kilmallie, Fort William	P.	23	18	24	65
,,	Kingussie	P.	16	55	–	71
,,	Portree	P.	16	22	–	38
,,	Urquhart, etc., Glen Urquhart	P.	8	22	–	30
Kirkcudbright	Kelton, Castle Douglas	P.	30	18	8	56
,,	Urr, Dalbeattie	P	19	20	7	46
Lanark	Airdrie Academy	P.	104	52	28	184
,,	Avondale, Strathaven Academy	P.	53	15	3	71
,,	Biggar High	P.	21	21	11	53
,,	Bothwell, Bellahill	P.	63	29	15	107
,,	,, Uddingston Grammar	P.	53	30	25	108
,,	Cambuslang, West Coats	P.	22	12	2	36
,,	*Cambusnethan, Wishaw	P.	–	–	–	–
,,	Carluke	P.	62	42	15	119
,,	Dalziel High	P.	82	94	30	206
,,	Glasgow, John St., Bridgeton	P.	169	75	28	272
,,	,, Kent Road	P.	202	45	22	269
,,	,, Our Lady and St. Francis	R.C.	30	33	12	75
,,	,, Provanside	P.	86	32	7	125
,,	,, St. Mungo's Academy	R.C.	47	25	15	87
,,	,, Whitehill	P.	256	112	79	447
,,	,, Woodside	P.	184	79	18	281
,,	Govan, Bellahouston Academy	P.	99	84	27	210
,,	,, Dowanhill Practising	R.C.	47	37	7	91
,,	,, Fairfield	P.	54	40	6	100
,,	,, Partick, Hamilton Crescent	P.	86	77	22	185
,,	,, Pollokshields, Albert Road	P.	58	39	10	107
,,	,, Strathbungo	P.	84	33	17	139
,,	Hamilton (L), Low Waters	P.	44	14	7	65
,,	Lanark (B) Grammar	P.	50	29	22	101
,,	Larkhall Academy	P.	31	41	–	72
,,	Lesmahagow Senior	P.	29	17	9	55
,,	Maryhill, North Kelvinside	P.	89	48	24	161
,,	Old Monkland, Coatbridge	P.	66	29	20	115
,,	Shettleston, Eastbank	P.	17	17	10	44
,,	Springburn	P.	28	29	–	57
Linlithgow	Bathgate (Town) Academy	P.	73	26	3	102
,,	Bo'ness, Anderson Academy	P.	60	44	17	121
Orkney	Kirkwall (B)	P.	60	27	25	112
,,	Stromness	P.	9	19	7	35
Perth	Blairgowrie	P.	34	13	6	53
,,	Moulin, Pitlochry	P.	14	9	7	30
Renfrew	Cathcart, Queen's Park	P.	170	130	31	331
,,	Eastwood, Shawlands Academy	P.	127	55	15	197
,,	Greenock (B), Holmscroft	P.	285	126	49	460
,,	Paisley (B), Camphill	P.	147	23	–	170
,,	Port Glasgow (B), Jean Street	P.	80	–	–	80
Ross	*Cromarty	P.	–	–	–	–
,,	Dingwall Academy	P.	56	35	39	130
,,	Rosemarkie, Fortrose Academy	P.	35	–	–	35
,,	Rosskeen, Invergordon ,,	P.	29	17	20	66
,,	Stornoway, Nicolson Institute	P.	53	74	–	127
Roxburgh	Jedburgh (B) Grammar	P.	55	–	–	55
Shetland	Lerwick, Anderson Educl. Inst.	P.	35	20	15	70
Stirling	Grangemouth, Grange	P.	55	17	11	83
Sutherland	Clyne	P.	14	21	–	35
,,	Dornoch Burgh	P.	43	–	–	43
,,	Golspie	P.	9	5	7	21
,,	Golspie, Sutherland Technical		24	–	–	24
,,	Kildonan	P.	6	8	5	19
,,	Lairg	P.	8	4	6	18
	Total		7,937	4,340	2,231	14,508

*—New School—Grant to run as from 1st August, 1905.

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TABLE No. 7.

List of Additional Grants paid to School Boards (under Section 67, Education (Scotland) Act, 1872, and Section 1, Education (Scotland) Act, 1897), during the year ended 31st August, 1905.

NAME OF BOARD.	COUNTY.	YEAR TO WHIT-SUNDAY.	AMOUNT. £	s.	d.
Aberdeen (Burgh)	Aberdeen	1904	4152	5	3
Aberdour	"	1905	58	18	2
Aberlour	Banff	1904	120	2	5
Airdrie (Burgh)	Lanark	"	1089	4	1
Alloa (Town)	Clackmannan	"	475	18	3
Alloa (Landward)	"	"	53	13	7
Anstruther Easter	Fife	1905	44	18	11
Applecross	Ross	1904	71	9	3
Arbroath (Burgh)	Forfar	"	693	4	2
Ardnamurchan	Argyll	"	21	0	8
Assynt	Sutherland	"	101	7	8
Auchindoir and Kearn	Aberdeen	"	25	4	4
"	"	1905	13	2	1
Auchinleck	Ayr	1904	189	11	6
Auchterderran	Fife	1905	173	11	0
Avoch	Ross	1904	41	9	11
Banff (Burgh)	Banff	"	191	1	1
Barry	Forfar	"	68	7	11
Barvas	Ross	"	456	0	2
Beath	Fife	"	1429	8	1
Beith	Ayr	"	225	1	3
"	"	1905	190	4	11
Benholm	Kincardine	1905	41	19	9
Bervie	"	"	84	9	4
Biggar	Lanark	1904	56	18	1
Blantyre	"	1905	308	19	1
Boharm	Banff	1904	17	3	6
Bonhill	Dumbarton	1905	299	8	4
Bo'ness and Carriden	Linlithgow	1904	788	10	4
Bothwell	Lanark	"	825	7	10
Bower	Caithness	"	81	10	4
Boyndie	Banff	"	113	8	3
Brechin (Burgh)	Forfar	1905	411	8	7
Bressay	Shetland	1904	51	13	9
Broughty Ferry	Forfar	1905	240	1	1
Cabrach	Banff	1904	33	0	3
Cadder	Lanark	1905	209	12	8
Calderhead	"	1904	249	10	6
Campbeltown (Burgh)	Argyll	"	606	5	9
Canisbay	Caithness	"	167	10	10
"	"	1905	173	15	6
Cardross	Dumbarton	1904	188	18	10
Carluke	Lanark	1905	185	17	5
Carnock	Fife	1904	44	14	3
Clackmannan	Clackmannan	"	110	8	9
Clarkston	Lanark	"	98	2	9
Clyne	Sutherland	"	95	13	11
Craig	Forfar	"	101	16	9
Cranston	Edinburgh	"	19	2	6
Creich	Fife	"	2	17	1
Cromarty	Ross	1905	63	19	2
Crondale	Elgin	1904	39	2	6
Cross and Burness	Orkney	"	7	18	0
Cruden	Aberdeen	"	100	16	7
Cullen	Banff	1905	179	13	5
Cumlodden	Argyll	1904	18	15	7
Dalgety	Fife	1905	51	0	5
Dalserf	Lanark	1904	144	1	7
Dalziel	"	"	1112	5	3
Delting	Shetland	"	81	1	3
Denny	Stirling	1905	98	16	8
Dingwall	Ross	1904	81	12	0
Dornoch	Sutherland	"	62	15	9
Douglas	Lanark	1905	25	5	4
Douglas Water	"	"	63	10	2
Drainie	Elgin	1904	192	10	8
Duffus	"	"	347	11	8
Duirinish	Inverness	"	259	15	6
Dumbarton (Burgh)	Dumbarton	"	629	13	1
Dumfries (Landward)	Dumfries	1905	50	4	4
Dundee (Burgh)	Forfar	1904	1517	0	10
Dunfermline (Burgh)	Fife	1905	970	14	7
" (Landward)	"	"	805	15	10
Dunipace	Stirling	"	39	8	7
Dunnottar	Kincardine	1904	91	3	10
Dunrossness	Shetland	"	161	11	11
Durness	Sutherland	"	80	4	0
Dysart (Burgh)	Fife	"	570	1	6
Eastwood	Renfrew	1905	280	9	5
Eday	Orkney	1904	27	5	4
Eddrachillis	Sutherland	1903	18	14	7
"	"	1904	33	0	4

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Name of Board.	County.	Year to Whit-Sunday.	Amount. £	s.	d.
Elgin (Burgh)	Elgin	1904	339	3	1
" (Landward)	"	"	60	0	6
Ellon	Aberdeen	"	125	2	10
Ensie	Banff	1905	127	11	8
Evie and Rendall	Orkney	1904	14	4	6
Eyemouth	Berwick	"	169	10	9
Falkirk (Burgh)	Stirling	"	2942	14	7
" (Landward)	"	"	570	5	1
"	"	1905	677	13	10
Fearn	Ross	1904	62	8	11
Ferry-Port-on-Craig	Fife	"	148	17	1
Firth and Stenness	Orkney	"	49	3	2
Fordyce	Banff	"	228	2	6
Forfar (Burgh)	Forfar	"	484	7	6
Forgue	Aberdeen	"	3	8	10
Forres (Burgh)	Elgin	"	62	17	4
Fraserburgh	Aberdeen	"	181	12	11
Friockheim	Forfar	"	55	2	8
"	"	1905	20	7	4
Gairloch	Ross	1904	238	6	6
Galston	Ayr	"	185	8	8
Gigha and Cara	Argyll	"	8	17	11
Girvan (Town)	Ayr	1905	87	12	10
Glassary	Argyll	1904	47	0	4
Glenbucket	Aberdeen	"	9	6	0
Golspie	Sutherland	"	38	10	4
Grangemouth	Stirling	1905	802	11	11
Hamilton (Burgh)	Lanark	1904	855	4	0
Harray and Birsay	Orkney	"	95	6	9
Harris	Inverness	"	399	8	8
Hawick (Burgh)	Roxburgh	1905	556	9	10
Hoy and Graemsay	Orkney	"	21	10	11
Huntly	Aberdeen	1904	299	0	9
Insch	"	"	81	15	11
Inverurie	"	"	184	18	10
Irvine (Burgh)	Ayr	"	356	7	6
Jedburgh (Burgh)	Roxburgh	1905	122	3	5
Keig	Aberdeen	1904	12	10	7
Keiss	Caithness	"	69	16	10
Keith	Banff	"	364	16	4
Kelton	Kirkcudbright	"	29	3	0
Kennoway	Fife	1905	34	3	6
Kilbirnie	Ayr	1904	236	10	3
Kilbrandon and Kilchattan	Argyll	"	95	10	5
Kilcalmonell	"	"	16	2	1
Kilmarnock (Burgh)	Ayr	"	1184	6	11
"	"	1905	1186	12	4
Kilmuir	Inverness	1904	82	12	6
"	"	1905	90	13	0
Kilmuir Easter	Ross	1904	39	12	0
"	"	1905	56	16	4
Kilrenny	Fife	1904	208	16	9
"	"	1905	140	13	2
Kilsyth (Town)	Stirling	1904	520	19	0
Kininmonth	Aberdeen	1905	28	15	5
Kinloss	Elgin	1904	15	0	7
Kintore	Aberdeen	1905	74	8	1
Kirkcaldy (Burgh)	Fife	1904	708	7	8
Kirkintilloch (Town)	Dumbarton	1905	441	9	2
Kirkwall (Burgh)	Orkney	1904	170	1	6
Kirriemuir	Forfar	"	170	8	7
Knockbain	Ross	"	37	16	6
Lady	Orkney	"	37	9	9
Lanark (Burgh)	Lanark	1905	242	12	0
Langholm	Dumfries	"	98	14	2
Larbert	Stirling	1904	1547	12	2
"	"	1905	1468	12	3
Larkhall	Lanark	"	773	4	10
Lasswade	Edinburgh	1904	188	8	5
Latheron	Caithness	"	257	17	2
Leadhills	Lanark	"	93	16	3
Leith (Burgh)	Edinburgh	"	706	10	9
Lerwick	Shetland	"	235	0	1
Leslie	Fife	"	185	3	8
Linlithgow	Linlithgow	1905	144	17	11
Lochbroom	Ross	1904	60	6	4
Lochcarron	"	"	54	17	5
Lochgelly	Fife	1905	858	10	7
Lochgilphead	Argyll	1904	76	13	10
Lochs	Ross	"	396	11	11
Logie Buchan	Aberdeen	"	19	8	0
Logie Easter	Ross	"	17	6	3
Lonmay	Aberdeen	"	107	11	4
Loudoun	Ayr	"	343	0	10
Lyne and Megget	Peebles	"	12	7	11
Markinch	Fife	1905	177	2	1
Marnoch	Banff	1904	120	11	5
Maryhill	Lanark	"	332	1	
Maybole	Ayr	"	288	0	5
Meldrum	Aberdeen	1905	7	17	6
Mid-Calder	Edinburgh	1904	270	11	1

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Name of Board.	County.	Year to Whit-Sunday.	Amount. £	s.	d.
Monifieth	Forfar	1905	17	2	5
Monquhitter	Aberdeen	1904	66	12	5
Montrose (Burgh)	Forfar	1905	579	15	1
Monymusk	Aberdeen	1904	26	4	6
Mortlach	Banff	"	118	19	8
Muirkirk	Ayr	1905	174	2	7
Musselburgh (Burgh)	Edinburgh	1904	283	7	4
"	"	1905	298	12	9
Nairn (Burgh)	Nairn	"	163	8	5
Nesting, &c.	Shetland	1904	117	7	0
Newburgh	Fife	1905	56	14	2
New Byth	Aberdeen	1904	87	6	2
New Deer	"	"	100	12	3
Newhills	"	"	192	14	8
New Machar	"	"	25	13	8
New Monkland	Lanark	"	172	15	4
North Uist	Inverness	"	440	19	0
Old Cumnock	Ayr	"	154	0	4
Old Deer	Aberdeen	1905	6	13	5
Old Kilpatrick	Dumbarton	1904	1416	11	6
Olrig	Caithness	"	29	9	4
Orphir	Orkney	"	34	1	2
Paisley (Burgh)	Renfrew	"	1658	19	2
Penicuik	Edinburgh	"	88	9	3
Peterhead (Burgh)	Aberdeen	"	585	2	2
Peterhead (Landward)	"	"	196	9	9
Pitaligo	"	"	174	14	6
Pittenween	Fife	"	90	1	0
"	"	1905	76	16	10
Port Glasgow (Burgh)	Renfrew	1904	460	9	7
"	"	1905	337	7	11
Portree	Inverness	"	102	6	2
Prestonpans	Haddington	1904	200	5	4
Rathen	Aberdeen	"	132	6	8
Rathven	Banff	"	780	16	4
Rattray	Perth	"	16	9	9
Resolis	Ross	"	20	10	2
Rhynie	Aberdeen	"	96	12	9
Rosemarkie	Ross	"	30	14	10
"	"	1905	34	12	6
Rosskeen	"	"	102	2	3
Rothiemay	Banff	1904	52	7	9
Rousay and Egilshay	Orkney	1903	24	17	4
"	"	1904	22	3	10
Rutherglen	Lanark	"	633	16	3
St. Andrew's and Deerness	Orkney	"	46	13	4
Sandsting, &c.	Shetland	"	78	16	9
Sandwick	Orkney	"	43	9	10
Scoonie	Fife	1905	154	3	4
Selkirk (Burgh)	Selkirk	"	62	1	0
Shapansay	Orkney	"	15	3	1
Shettleston	Lanark	1904	556	17	3
Slamannan	Stirling	1905	266	10	0
Sleat	Inverness	"	102	14	11
Snizort	"	"	41	18	10
South Ronaldshay and Burray	Orkney	1904	112	4	1
Springburn	Lanark	"	727	17	3
Stenscholl	Inverness	1905	76	1	6
Stevenston	Ayr	1904	256	2	6
Stobhill	Edinburgh	1905	99	13	10
Stonehouse	Lanark	"	66	17	8
Stornoway	Ross	1904	747	3	11
Stranraer (Burgh)	Wigtown	"	158	15	2
Strath	Inverness	1905	146	4	3
Stromness	Orkney	1904	71	7	3
"	"	1905	65	7	4
Stronsay	"	1904	40	18	0
Tarbat	Ross	"	32	7	3
Tarbert	Argyll	"	158	10	10
Thurso	Caithness	"	257	11	8
Tillicoultry	Clackmannan	1905	236	0	5
Tingwall, &c.	Shetland	1904	100	5	6
Tongue	Sutherland	"	113	16	11
Torphichen	Linlithgow	"	246	8	9
Torryburn	Fife	"	9	3	1
Tranent	Haddington	"	271	10	4
Tarriff	Aberdeen	1905	60	12	9
Tyree	Argyll	1904	225	19	9
Uig	Ross	"	535	6	9
Unst	Shetland	"	23	3	1
Urquhart	Elgin	1905	24	3	2
Urr	Kirkcudbright	1904	156	19	4
Walls, Sandness, &c.	Shetland	"	158	9	1
Walls and Flotta	Orkney	"	47	2	3
"	"	1905	74	7	0
Watten	Caithness	1904	42	1	6
Wemyss	Fife	1905	324	5	1
West Calder	Edinburgh	"	258	15	3
Westray, &c.	Orkney	1904	142	18	2
Whitburn	Linlithgow	"	299	15	8
Wick (Burgh)	Caithness	1905	730	2	8
Yell	Shetland	1904	181	10	1
Ythan Wells	Aberdeen	"	13	17	0

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Summarised Statistics of Annual Grant Schools.

Table No. 8.

Showing under Counties the Population in 1901, the Number of Day Schools (Elementary and Higher Grade) on the Annual Grant List on the 31st August, 1905, the Accommodation, and the Average Number of Scholars on the School Registers during year, and in Average Attendance in those Schools.

County.	Population (April 1901).	Population of School Age (5–14) (April 1901).	Number of Schools, *i.e.*, Institutions under separate Management.							Accommodation.	Average Number of Scholars on Registers during year.	Average Number of Scholars in Attendance.
			Public.	Church of Scotland.	Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.			
Aberdeen	304,439	63,997	261	6	3	13	6	5	294	74,994	61,243	54 [illegible]
Argyll	73,642	13,708	163	—	—	3	4	—	170	19,979	12,008	10,[illegible]
Ayr	254,468	52,739	151	1	—	1	18	4	175	57,532	49,422	42,51
Banff	61,488	13,630	75	—	—	4	6	2	87	18,900	13,242	11,6[illegible]
Berwick	30,824	5,608	49	—	—	—	—	2	51	8,088	5,104	4,[illegible]
Bute	18,787	3,234	21	—	—	—	2	—	23	4,483	2,873	2,5[illegible]
Caithness	33,870	6,567	64	—	—	—	—	1	65	10,136	6,551	5,6[illegible]
Clackmannan	32,029	6,419	17	—	—	1	1	1	20	7,974	6,148	5,5[illegible]
Dumbarton	118,865	22,701	55	—	—	1	9	—	65	26,617	22,448	19,6[illegible]
Dumfries	72,571	13,726	95	1	—	1	2	6	105	19,629	13,600	11,5[illegible]
Edinburgh	488,796	86,743	132	2	2	11	18	9	174	93,513	77,252	67,[illegible]
Elgin or Moray	44,800	8,894	47	2	—	1	1	3	54	12,140	8,195	7,11
Fife	218,840	43,498	145	—	—	1	3	—	149	53,200	42,529	37,13
Forfar	284,082	53,495	143	—	—	5	7	5	160	57,611	43,240	41,7[illegible]
Haddington	38,665	7,514	40	—	—	—	2	—	42	9,065	7,089	6,[illegible]
Inverness	90,104	16,905	172	1	—	3	9	3	188	22,086	15,073	12,5[illegible]
Kincardine	40,923	6,481	45	1	—	3	—	3	52	8,463	5,930	5,1[illegible]
Kinross	6,981	1,238	6	—	—	—	—	1	7	1,445	1,117	9[illegible]
Kirkcudbright	39,383	7,749	64	1	—	1	4	—	70	10,764	7,290	[illegible]
Lanark	1,339,327	256,671	319	2	1	1	67	4	394	266,207	236,053	202,[illegible]
Linlithgow	65,708	14,705	38	—	—	—	6	3	47	17,045	14,797	12,4[illegible]
Nairn	9,291	1,623	12	—	—	—	1	1	14	1,985	1,574	1,3[illegible]
Orkney	28,699	4,384	61	—	—	—	—	—	61	7,022	4,168	3,6[illegible]
Peebles	15,066	2,618	18	—	—	1	—	2	21	3,667	2,299	1,9[illegible]
Perth	123,283	21,787	156	2	—	5	3	5	171	23,915	19,793	17,1[illegible]
Renfrew	268,980	57,205	76	—	—	2	18	4	100	59,805	53,137	45,9[illegible]
Ross and Cromarty	76,450	14,788	136	—	—	2	—	1	139	18,845	13,561	11,[illegible]
Roxburgh	48,804	8,758	64	—	—	2	1	1	68	11,754	7,549	6,4[illegible]
Selkirk	23,356	4,271	20	—	—	1	2	1	24	5,665	3,872	3,3[illegible]
Shetland	28,166	4,861	60	1	—	1	—	—	62	5,216	3,980	3,[illegible]
Stirling	142,291	29,595	80	—	—	2	8	1	91	35,549	28,758	25,[illegible]
Sutherland	21,440	3,809	50	—	—	—	—	1	51	5,289	3,310	2,8[illegible]
Wigtown	32,685	6,577	47	—	—	—	3	—	50	7,905	5,963	4,[illegible]
Total	4,472,103	866,908	2,882	20	6	66	201	69	3,244	991,418	803,783	[illegible]

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TABLE 8.—TOTAL NUMBER of DAY SCHOOLS (ELEMENTARY and HIGHER GRADE) on the ANNUAL GRANT LIST on the 31st August, 1905; ACCOMMODATION, AVERAGE NUMBER of SCHOLARS in ATTENDANCE, and the NUMBER of SCHOLARS on the REGISTERS in those SCHOOLS, ARRANGED ACCORDING TO AGE.

DENOMINATIONS.	Number of Schools.	Number Scholars for whom Accommodation is provided.	Average Number of Scholars on Registers during year.	Average Number of Scholars in Attendance.		
				Boys.	Girls.	Total.
In *Public* Schools	2,882	862,513	694,952	311,305	291,628	602,933
In Schools connected with *Church of Scotland*	20	4,940	3,744	1,506	1,771	3,277
United Free Church	6	2,774	1,992	873	897	1,770
Episcopal Church	66	14,936	12,804	5,393	5,485	10,878
Roman Catholic Church	201	93,183	81,130	35,189	33,804	68,993
Undenominational and other Schools	69	13,072	9,161	4,114	4 416	8,530
Total*	3,244	991,418	803,783	358,380	338,001	696,381
Total for previous year, 1903–1904	3,189	967,622	791,330	351,755	330,514	682,269

DENOMINATIONS.	Number and Percentage of Scholars on the School Registers at end of School year, aged													
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
In *Public* Schools	2 ·00	648 ·09	8,508 1·23	47,655 6·86	77,684 11·19	78,904 11·36	81,534 11·75	81,332 11·71	78,810 11·35	77,989 11·23	75,363 10·85	65,431 9·42	13,012 1·88	7,514 1·08	694,407
In Schools connected with *Ch. of Scot.*	– –	9 ·24	53 1·44	258 6·99	365 9·89	375 10·16	366 9·91	457 12·38	420 11·38	403 10·91	393 10·64	378 10·24	124 3·36	91 2·46	3,692
United Free Church	– –	– –	25 1 28	137 7·00	210 10·73	239 12·21	210 10·73	210 10·73	222 11·35	157 8·02	248 12·67	185 9·45	73 3·73	41 2·10	1,957
Episcopal Church	– –	32 ·25	386 3·03	1,073 8·43	1,546 12·14	1,442 11·32	1,483 11·64	1,548 12·16	1,245 9·78	1,395 10·95	1,290 10·13	1,132 8·89	127 1·00	36 ·28	12,735
Roman Catholic Ch.	1 ·00	649 ·79	2,719 3·31	6,921 8·43	9,406 11·45	9,451 11·51	9,428 11·48	9,711 11·83	9,414 11·46	8,884 10·82	8,024 9·77	6,351 7·73	756 ·92	412 ·50	82,127
Undenominational and other Schools	– –	32 ·35	141 1·53	519 5·61	821 8·88	864 9·35	958 10·36	931 10·07	915 9·90	959 10·37	1,242 13·44	1,233 13·34	373 4·03	256 2·77	9,244
Total	3 ·00	1,370 ·17	11,832 1·47	56,563 7·03	90,033 11·20	91,275 11·35	93,999 11·69	94,189 11·71	91,026 11·32	89,787 11·17	86,560 10·76	74,710 9·29	14,465 1·80	8,350 1·04	804,162
Total for previous year, 1903–1904	11 ·00	1,372 ·17	12,716 1·60	55,778 7·03	86,987 10·96	92,109 11·61	92,994 11·72	93,242 11·75	90,150 11·36	89,396 11·27	85,121 10·73	72,102 9·09	14,086 1·77	7,488 ·94	798,492
Estimated Population in 1905	–	109,314	107,637	104,959	103,276	104,414	102,023	100,114	101,237	95,334	98,446	95,852	99,418	—	—

* Including 121 Higher Grade Schools, with accommodation for 28,267 with an average number of 16,291 scholars on Registers during year and an average attendance of 14,508. Of the 14,420 scholars on Registers at end of School Year 31 were under 12; 844 were 12 and under 13; 3,999 were 13 and under 14; 4,189 were 14 and under 15; 2,808 were 15 and under 16, and 2,549 were over 16 years of age. (*For additional information as to Higher Grade Schools see Table 24.*)

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 10.—†SCHOOL STAFF.

DENOMINATIONS.	Certificated Teachers.*										Provisionally Certificated Teachers. Art. 60.		Assistant Teachers, Art. 79.							Female Assistants, Art. 32 (c) 2.
	Untrained.		Trained.						Total.				Males.			Females.			Total.	
			Less than Two Years.		Two Years.		Three Years.													
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	(a.)	(b.)	(c.)	(a.)	(b.)	(c.)		
In *Public* Schools	799	3,093	88	60	3,452	4,574	88	58	4,427	7,785	11	85	77	28	60	1,033	16	821	2,035	97
In Schools connected with *Church of Scotland*	3	18	1	–	15	38	–	1	19	57	–	1	–	–	–	2	–	1		1
United Free Church		–	–	–	14	28	–	–	14	28	–	–		–	–	–	–	1	1	–
Episcopal Church	6	68	–	–	28	76	–	1	34	145	–	–	1	–	2	36	–	31	70	9
Roman Catholic Church	51	352	3	7	83	332	–	2	137	693	–	1	8	–	26	175	–	367	576	4
Undenominational and other Schools	16	53	1	2	30	63	2	–	49	118	–	–	1	–	2	19	1	10	33	1
Total	875	3,584	92	69	3,632	5,111	90	62	4,680	8,826	11	87	87	28	90	1,265	17	1,231	2,718	172

* Including 1,515 graduates (1,333 male and 182 female)—1,462 in Public, 14 in Church of Scotland, 11 in United Free Church, 1 in Episcopal, 3 in Roman Catholic, and 24 in Undenominational and other schools. Of the 1,515, 1057 are trained and 458 untrained teachers. Of the latter, 423 took the certificate examination as graduates, and 35 graduated after passing the examination as acting teachers.

† For particulars of pupil teachers and candidates see next Table.

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TABLE II.—PUPIL TEACHERS AND CANDIDATES.

DENOMINATIONS.	Number of Pupil Teachers											
	Serving at 30th June, 1905, at end of								Total.		Exempted from Examination at end of Second year in respect of Leaving Certificates, Art. 70 (*d*) 5.	
	Fourth Year.		Third Year.		Second Year.		First Year.					
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools - -	126	826	171	837	151	665	164	643	612	2,971	46	254
In Schools connected with *Church of Scotland* -	–	12	–	6	–	9	–	7	–	34	–	1
United Free Church -	2	3	1	6	1	7	–	8	4	24	–	5
Episcopal Church - -	1	18	2	18	–	14	1	13	4	63	–	3
Roman Catholic Church -	5	84	8	84	11	102	25	118	49	388	–	5
Undenominational and other Schools - -	1	9	1	7	1	8	4	11	7	35	1	3
Total - -	135	952	188	958	164	805	194	800	676	3,515	47	271

DENOMINATIONS.	Number of Candidates.									
	Admitted from 1st July, 1905.						Admitted at end of Second Year in respect of Leaving Certificates, Art. 70 (*b*).		Stipendiary Monitors.	
	For 4 Years.		For 2 Years.		Total.					
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools - -	178	547	47	239	225	786	40	200	1	7
In Schools connected with *Church of Scotland* -	–	3	1	1	1	4	1	1	–	–
United Free Church -	1	1	–	–	1	1	–	–	–	–
Episcopal Church - -	–	13	–	5	–	18	–	2	–	–
Roman Catholic Church -	16	84	4	6	20	90	2	2	1	1
Undenominational and other Schools - -	1	10	2	1	3	11	2	1	–	2
Total - -	196	658	54	252	250	910	45	206	2	10

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Statistics of Annual Grant Schools—*continued*.

Table 12.—Number of Certificated Teachers in Receipt of Salaries of certain Specified Amounts.

Masters.

Denominations.	Principal.										Assistant.						
	Under 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and less than 350*l.*	350*l.* and less than 400*l*	400*l.* and over.	Total.	Under 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and over.	Total.
In *Public* Schools	38	147	832	529	288	180	128	55	73	2,270	7	297	1,489	290	67	7	2,157
In Schools connected with *Church of Scotland*	1	1	3	1	–	1	1	1	1	10	–	1	5	2	–	–	9
United Free Church	–	–	–	1	–	2	1	–	–	4	–	2	7	1	–	–	10
Episcopal Church	–	1	13	8	7	2	–	–	–	31	–	–	3	–	–	–	3
Roman Catholic Church	–	3	34	18	2	1	1	–	–	59	8	52	18	–	–	–	78
Undenominational and other Schools	–	–	5	4	2	1	3	1	3	19	1	–	23	4	–	2	30
Total	39	152	887	561	299	187	134	57	77	2,393	16	353	1,545	297	67	9	2,287

Mistresses.

Denominations.	Principal.							Assistant.							
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and over.	Total.
In *Public* Schools	3	298	401	270	43	11	1,026	28	31	40	3,451	2,418	780	11	6,759
In Schools connected with *Church of Scotland*	–	6	3	2	–	–	11	–	–	1	27	14	4	–	46
United Free Church	–	–	3	–	–	–	3	2	1	1	8	7	6	–	25
Episcopal Church	1	15	26	10	1	–	53	2	4	8	62	15	1	–	92
Roman Catholic Church	1	33	118	51	1	–	198	10	2	5	333	143	2	–	495
Undenominational and other Schools	–	1	21	7	3	–	44	–	–	1	43	22	7	1	74
Total	5	353	566	340	48	11	1,335	42	38	56	3,924	2,619	800	12	7,491

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Table 13.—Average Salaries of Certificated Teachers.

Denominations.	Masters.						
	Principal.			Assistant.			Total.
	Average Salaries.	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	179 16 3	2,270	1,519	123 2 7	2,157	7	152 3 10
In Schools connected with *Church of Scotland*	203 10 0	10	3	123 15 7	9	—	165 14 9
United Free Church	252 0 0	4	—	115 14 0	10	—	154 12 10
Episcopal Church	159 7 9	31	12	106 13 4	3	—	154 14 8
Roman Catholic Church	141 4 1	59	4	91 2 1	78	3	112 13 7
Undenominational and other Schools	241 1 1	19	13	136 3 4	30	1	176 16 9
Total	179 6 0	2,393	1,551	122 8 2	2,287	11	151 7 6

Denominations.	Mistresses.						
	Principal.			Assistant.			Total.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	90 17 4	1,026	439	75 14 11	6,759	55	77 14 9
In Schools connected with *Church of Scotland*	8 12 9	11	7	72 6 6	46	—	73 10 11
United Free Church	83 13 4	3	1	75 5 7	25	—	76 3 7
Episcopal Church	87 12 1	53	12	1 3 1	92	—	70 16 5
Roman Catholic Church	88 18 3	198	16	69 12 11	495	3	75 3 0
Undenominational and other Schools	89 18 2	44	23	75 15 2	74		81 0 8
Total	90 6 0	1,335	498	76 2 10	7,491	59	77 8 8

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Statistics of Annual Grant Schools—*continued.*

Table 14.—School Fees and Merit Certificates.

Denominations.	School Fees.										Number of Merit Certificates awarded.	Number of Scholars passed for enrolment in Supplementary Courses.
	Number of Free Scholars.	Fee-Paying Schools.						Total No. of Scholars paying fees.	Percentage of Free Scholars.	Percentage of Fee-Paying Scholars.		
		Public Schools (Art. 134).		Voluntary Schools not claiming Fee Grants.		Other Schools (Scholars under 3 and over 15).						
		No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.					
In *Public* Schools	681,147	54	13,232	–	–	3	28	13,260	98·09	1·91	7,053	39,943
In Schools connected with *Church of Scotland*	3,646	–	–	–	–	1	46	46	98·75	1·25	36	216
United Free Church	1,957	–	–	–	–	–	–	–	100·00	–	19	152
Episcopal Church	12,575	–	–	1	160	–	–	160	98·74	1·26	93	422
Roman Catholic Church	81,228	–	–	8	895	1	4	899	98 91	1·09	335	2,132
Undenominational and other Schools	6,733	–	–	5	2,495	1	16	2,511	72·84	27·16	22	573
Total	787,286	54	13,232	14	3,550	6	94	16,876	97·90	2·10	7,558	43,438

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TABLE 15.—AVERAGE ATTENDANCE ON WHICH GRANT WAS CLAIMED, AND ON WHICH PAYMENTS WERE MADE AT DIFFERENT RATES.

DENOMINATIONS.	Number of Schools (other than Higher Grade).	Average Attendance on which grant was claimed in these Schools.	Article 19 B 1, 2, and 3. Average Attendance. Paid Normal Grant.	Normal Grant increased by 6d.	Normal Grant reduced by 6d.	Normal Grant reduced by 1s.	Grant refused.	Article 21. Supplementary Courses in Schools other than Higher Grade Schools. Number of Departments.	Average Attendance paid at 45s.	50s.	55s.	Total.	Articles 142 and 144. Higher Grade Schools. Number of Schools.	Average Attendance paid at Under 12. Art. 19 B 1 (c)	1st Year. 45s	50s.	55s.	2nd Year. 65s.	70s.	77s.	Beyond 2nd Year. 81s.	90s.	99s.	Total.
In *Public* Schools -	2,769	589,449	336,653	229,872	1,733	33	35	1,274	7	18,926	2,190	21,123	110	103	22	4,474	2,862	12	2,822	1,146	2	1,511	629	13,583
In Schools connected with *Ch. of Scotland*	18	3,128	1,065	1,945	—	—	—	5	—	58	60	118	2	—	—	70	—	—	51	—	—	28	—	149
United Free Church -	4	1,649	123	1,495	—	—	—	1	—	—	31	31	2	3	—	70	—	—	31	—	—	17	—	121
Episcopal Church - -	66	10,878	9,608	1,063	9	—	—	24	—	198	—	198	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church	197	68,692	51,944	15,387	333	179	—	59	—	768	81	849	3	—	—	124	—	—	95	—	—	34	—	253
Undenominational and other Schools - -	55	7,635	4,120	3,208	6	—	—	12	—	301	—	301	4	—	—	185	24	—	183	—	—	10	—	402
Total - -	3,109	681,481	408,513	252,970	2,081	212	85	1,375	7	20,251	2,362	22,620	121	106	22	4,923	2,886	12	3,182	1,146	2	1,600	629	14,508

Note.—There were 606 separate Infant schools and departments under Art. 19 B 5, and the extra grant of 1s. per head was paid on an average attendance of 72,433 scholars under 7 years of age.
Of the average attendance paid under Art. 19 B 1 (c), 63 were at 22s. and 43 at 22s. 6d.

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Statistics of Annual Grant Schools—*continued.*

Table 16.—Table showing the Operation, in certain specified Counties, of Article 19 B 6 and 7, Article 22, and Article 147.

County	Art. 19 B 6.						Art. 19 B 7.	Art. 22.	Art. 147.
	Number of Schools to which extra Grant was paid.	Average Attendance on which an extra Payment was made of				Total.	Average Attendance on which extra grant of 1s. was paid.	Average Attendance over 10 in respect of which a further Grant of 6s. was paid.	Average Attendance on which a grant of 10s. was paid.
		1s.	2s.	3s.	4s.				
Argyll	165	—	52	481	9,045	9,578	505	1,710	393
Caithness	61	—	—	266	4,876	5,142	—	1,000	255
Inverness	170	31	270	1,135	7,893	8,729	754	766	206
Orkney	59	19	16	283	2,785	3,103	—	473	147
Ross	133	71	238	1,796	8,192	10,297	1,220	1,560	358
Shetland	46	—	25	224	2,371	2,620	—	297	69
Sutherland	39	—	—	14	2,232	2,246	182	430	160
Total	673	121	601	4,199	36,794	41,715	2,661	6,236	1,588

The extra Grants under the above Articles amounted to 10,882*l.* 18*s.*

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TABLE 17.—TABLE SHOWING THE OPERATION OF ARTICLES 19 D and 23 (*b*).

DENOMINATIONS.	Article 19 D.						Article 23 (*b*).		
	Number of Schools paid under Art. 19 D Grants of		Article 19 D (*a*).			Number of Schools paid Grant of £10 under Article 19 D (*b*).	Number of Schools.	Number of Scholars for whom additional attendances were claimed under	
	£10	£15	Number of Centres.	Children under 10. (17/- per scholar.)	Children above 10. (18/- per scholar.)			Article 23 (*b*) 1.	Article 23 (*b*) 2.
In *Public* Schools	314	568	182	791	728	21	183	193	1,253
In Schools connected with *Church Scotland*	2	4	—	—	—	—	1	—	1
United Free Church	—	—	—	—	—	—	—	—	—
Episcopal Church	1	1	—	—	—	—	—	—	—
Roman Catholic Church	2	3	—	—	—	—	11	18	141
Undenominational and other Schools	3	12	—	—	—	—	6	156	3
Total	322	590	182	791	728	21	201	367	1,398

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 18.—*TABLE SHOWING THE OPERATION OF ARTICLE 19 B (4) UNDER WHICH GRANTS FOR DRAWING ARE PAID IN RESPECT OF THE JUNIOR AND SENIOR DIVISIONS OF SCHOOLS.

DENOMINATIONS.	Article 19 B 4 (Drawing).								
	Number of Schools.	Average Attendance on which payments were made.				Total.	Grant paid under		Total Amount of Grant.
		Children between 7 and 10 years of age.		Children over 10 years of age who have not obtained the Merit Cert.			Article 19 B 4 (a).	Article 19 B 4 (b).	
		At 1/6.	At 1/9.	At 1/9.	At 2/-				
							£. s. d.	£. s. d.	£. s. d.
In *Public* Schools	2,588	117,194	96,131	149,62	86,397	449,349	17,239 13 9	21,800 19 10	39,040 13 7
In Schools connected with *Church of Scotland*	17	511	579	746	505	2,341	74 7 6	95 7 0	169 14 6
United Free Church	4	9	579	14	682	1,284	51 6 9	69 8 6	120 15 3
Episcopal Church	64	3,040	913	3,179	1,038	8,170	311 0 4	385 15 4	696 15 8
Roman Catholic Church	196	19,261	5,620	22,259	5,020	52,160	19,48 19 1	2,479 9 8	4,438 8 9
Undenominational and other Schools	48	1,729	671	2,523	812	5,735	198 4 3	338 0 7	536 4 10
Total	2,917	141,744	104,493	178,848	94,454	519,089	19,888 11 8	25,169 0 11	45,002 12 7

* The above Table refers to the Junior and Senior Divisions of Schools only. As a rule all Scholars in Advanced and Higher Grade Departments receive instruction in Drawing, but in those Departments no separate grant for the subject is made.

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TABLE 19.—DETAILS OF INSTRUCTION IN CERTAIN SPECIFIED SUBJECTS.

DENOMINATIONS.	Experimental Science.			Manual Instruction.			Cookery.			Laundry Work.			Dairying.			Dressmaking.			Household Economy.		
	Number of Schools	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.
In *Public* Schools	115	13,795	80	293	24,465	42	629	46,557	36	163	7,756	23	3	69	19	56	3,805	49	61	2,514	34
In Schools connected with *Church of Scotland*	2	198	77	1	30	30	4	224	32	2	69	9	–	–	–	–	–	–	–	–	–
United Free Church	2	179	76	2	50	42	2	38	44	–	–	–	–	–	–	–	–	–	–	–	–
Episcopal Church	–	–	–	3	53	24	5	87	29	4	67	18	–	–	–	–	–	–	3	74	25
Roman Catholic Church	6	426	76	10	309	46	18	586	33	7	181	23	–	–	–		103	24	6	104	42
Undenominational and other Schools	5	438	68	7	216	77	8	373	46	2	56	16	–	–	–	2	217	48	–	–	–
Total	130	15,036	80	316	25,123	42	666	47,965	36	178	8,129	23	3	69	19	62	4,125	48	70	2,692	34
Total number of Scholars respectively in: Senior Divisions of Schools	613			14,278			33,077			2,735			33			36			449		
Total number of Scholars respectively in: Higher Grade Schools and Supplementary Courses.	14,623			10,850			14,888			5,394			31			4,089			2,243		

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 20.—PARTICULARS RESPECTING SINGING, MILITARY DRILL, SAVINGS BANKS, AND SCHOOL LIBRARIES.

DENOMINATIONS.	Number of Schools in which Singing is taught.				Number of Schools in which Military Drill is taught in Senior Division.	Savings Banks.			Libraries.	
	By Ear only.	Staff Notation.	Tonic Sol. Fa.	On both Systems.		Number of Schools.	Number of Scholars who are Depositors.	Amount standing to their credit at end of School Year.	Number of Schools.	Number of Books.
								£. s. d.		
In *Public* Schools	65	45	2,352	390	1,411	99	11,034	3,751 3 6	1,174	260,050
In Schools connected with *Church of Scotland*	1	—	16	3	7	—	—	—	7	1,564
United Free Church	—	—	5	1	4	—	—	—	2	440
Episcopal Church	—	3	49	14	28	7	382	88 14 5	23	4,465
Roman Catholic Church	1	3	170	26	82	7	670	252 5 5	54	12,825
Undenominational and other Schools	2	1	48	7	16	5	385	127 17 9	18	6,663
Total	69	52	2,640	441	1,548	118	12,471	4,220 1 1	1,278	286,007

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TABLE 21.—EXAMINATION AND PAYMENTS ON ACCOUNT OF BLIND OR DEAF-MUTE CHILDREN UNDER ARTICLE 20 I.

Number of Schools.		Number of Scholars presented to His Majesty's Inspectors.					Scholars paid for at the rate of 5*l.* 5*s.* 0*d.* under Article 20 (*a*) and (*b*).				
Institutions not otherwise on Annual Grant List.	Ordinary Annual Grant Schools.	Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.
		Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	
14	17	157	118	312	286	873	141	109	311	286	847

(*continued*).

Scholars paid for at the rate of 3*l.* 3*s.* 0*d.* under Article 20 (*a*) only.					Scholars paid for at the rate of 2*l.* 2*s.* 0*d.* under Article 20 (*b*) only.					Scholars who failed on Examination.		Grant paid under Article 20.
Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.	Article 20 (*a*).	Article 20 (*b*).	
Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.				
5	5	1	—	11	11	4	—	—	15	—	—	£. s. d. 3,931 6 2

NOTE.—Under Article 20 II., Special Classes for "defective" or "epileptic" children were established in eight Schools, and grants amounting to 93*l.* 15*s.* 2*d.* were paid on account of 343 Scholars.

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TABLE 22.—ANNUAL INCOME, EXPENDITURE on MAINTENANCE, AND RATE OF INCOME AND EXPENDITURE PER SCHOLAR.

DENOMINATIONS.	INCOME.													* Rate of Income per Scholar in Average Attendance.
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence.	Books, &c. sold to Scholars.	Fee Grant.	Grant in Aid.	General Aid Grant.	Government Grant, 1903–1904.	From Secondary Education Committee.	From County Councils for Technical Instruction.	Other Sources.	Total.	
	£.	£.	£.	£.	£.	£.	£.	£	£.	£.	£.	£.	£.	£. s. d.
In *Public* Schools	11,719	649,661	232	15,893	15,241	355,356	—	105,791	729,061	25,019	2,986	15,565	1,926,524	3 3 11½
In Schools connected with *Church of Scotland*	186	—	785	158	423	1,656	341	463	3,007	200	63	1,265	8,547	2 19 10½
United Free Church	150	—	21	—	236	1,077	272	347	2,264	125	—	1,534	6,026	3 8 1½
Episcopal Church	493	—	3,029	182	544	6,323	1,645	2,149	12,176	1	—	515	27,057	2 9 9
Roman Catholic Church	762	—	27,617	934	3,829	39,368	10,683	10,558	73,108	615	43	395	167,912	2 8 5½
Undenominational and other Schools	2,922	—	4,819	3,683	68	3,445	1,159	1,682	9,003	472	373	94	27,720	3 9 4½
Total	16,232	649,661	36,503	20,850	20,841	407,225	14,100	120,990	822,619	26,432	3,465	19,368	2,163,786	3 2 2½

DENOMINATIONS.	EXPENDITURE.					* Rate of Expenditure per Scholar in Average Attendance for				
	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.
	£.	£.	£.	£.	£.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
In *Public* Schools	1,520,161	83,040	9,676	310,659	1,923,536	2 10 6½	0 2 8½	0 0 4	0 10 4	3 3 11
In Schools connected with *Church of Scotland*	7,902	787	17	1,359	9,965	2 7 3½	0 2 11½	0 0 2½	0 6 11½	2 17 4
United Free Church	4,859	344	—	710	5,913	2 14 11	0 3 10½	—	0 8 0½	3 6 9½
Episcopal Church	20,108	1,460	1,375	3,777	26,720	1 16 11½	0 2 8½	0 2 6½	0 6 11½	2 9 1½
Roman Catholic Church	107,023	9,685	30,887	21,102	168,697	1 10 10	0 2 9½	0 8 11½	0 6 0½	2 8 7
Undenominational and other Schools	22,344	934	1,180	3,117	27,575	2 17 4½	0 1 10½	0 1 9	0 7 11½	3 8 11½
Total	1,682,397	96,250	43,135	340,624	2,162,406	2 8 4½	0 2 8½	0 1 8½	0 9 9½	3 2 1½

* Calculated on complete annual returns only.

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TABLE 23—*ANNUAL GRANTS.

AMOUNTS CLAIMED.

DENOMINATIONS.	AMOUNT CLAIMED ON										
	Children under 7. Art. 19 B 1 (*a*).	Children between 7 and 10. Art. 19 B 1 (*b*).	Children over 10. Art. 19 B 1 (*c*).	Article 21.	Article 22.	Special Grants to Small Schools. Art. 19 D.	Pupil Teachers. Art. 19 E.	Special Grants. Art. 19 F.	Defective and Epileptic Children. Art. 20 (II.)	Scholars in Higher Grade Schools. Arts. 142-7.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	108,686 6 6	221,513 15 1	269,216 6 9	68,235 5 10	2,268 5 6	13,125 13 0	8,496 19 2	357 11 5	931 15 2	51,502 0 5	744,333 18 10
Schools connected with *Church of Scotland.*	488 7 8	940 1 11	1,152 2 8	468 17 2	—	80 0 0	62 15 0	6 7 0	—	208 1 3	3,406 12 8
United Free Church	311 17 0	602 14 0	785 11 6	95 4 4	—	—	72 10 0	—	—	491 15 2	2,359 12 0
Episcopal Church	2,332 1 3	4,042 8 6	4,759 7 6	532 4 0	—	25 0 0	123 10 10	23 2 7	—	—	11,837 14 8
Roman Catholic Church	14,504 1 3	25,483 18 8	30,661 7 2	2,391 8 6	—	95 0 0	735 1 8	33 8 6	—	911 5 1	74,815 10 10
Undenominational Schools	1,288 2 6	2,634 17 6	4,393 3 6	878 5 0	—	210 0 0	94 15 0	—	—	1,455 3 3	10,954 6 9
Total	127,610 16 2	255,217 15 8	310,967 19 1	72,601 4 10	2,268 5 6	13,535 13 0	9,585 11 8	420 9 6	931 15 2	54,568 5 2	847,707 15 9

* The Grant in Relief of Fees (Art. 128 of the Code), the Aid Grant to Voluntary Schools (Art. 155), the Grant on account of Blind and Deaf-Mute Children (Art. 20), and the Grant for Drawing in the Junior and Senior Divisions of Schools (Art. 19 B 4) are not included in this Table. For particulars of the two last-named Grants *see* Tables 21 and 18 respectively.

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Statistics of Annual Grant Schools—*continued.*

Table 23.—*Annual Grants—*continued.*

Deductions from Claims, and Amounts Granted.

Denominations.	Deductions.						Total Amount of Grants.	Rate of Grant per Scholar in Average Attendance.
	Under Article 32 (*a*).	Under Article 32 (*b*)	Under Article 32 (*c*).	Under Article 32 (*d*).	Under Article 32 (*e*).	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	687 11 9	255 2 4	159 9 9	—	—	1,102 3 10	743,231 15 0	1 4 9½
Schools connected with *Church of Scotland*	—	—	7 0 0	—	—	7 0 0	3,399 12 8	1 8 10½
United Free Church	—	—	—	—	—	—	2,359 12 0	1 6 8
Episcopal Church	43 14 3	—	—	—	—	43 14 3	11,794 0 5	1 1 8½
Roman Catholic Church	24 10 2	84 19 2	687 16 8	98 5 4	—	895 11 4	73,919 19 6	1 1 2
Undenominational Schools	14 12 6	—	5 10 0	—	44 10 7	64 13 1	10,889 13 8	1 7 2½
Total	770 8	340 1 6	859 16 5	98 5 4	44 10 7	2,113 2 6	*345,594 12 8	1 4 5

* See footnote on previous page.

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Statistics of Annual Grant Schools—*continued.*

Table No. 24.—Supplementary Table relating to Higher Grade Schools only.

Number of Schools.	Accommodation.	Average Number of Scholars on Registers during Year.	Average Attendance.				Number of Scholars on Registers at end of School Year, aged						
			1st Year's Course.	2nd Year's Course.	Beyond 2nd Year.	Total.	Under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and over.	Total.
121	28,267	16,291	7,937	4,340	2,231	14,508	31	844	3,999	4,189	2,808	2,549	14,420

Income.												Expenditure.			
Annual Parliamentary Grant, Arts. 142-3 and 147, 1903-1904.	Grant in Relief of Fees.	Grant in Aid of Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	School Board Rates.	School Fees.	Books, &c., Sold to Children.	From County Council or other Local Authority for Technical Education.	From the Burgh or County Committee for Secondary Education.	Other Sources.	Total.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.
£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£
37,265	6,887	1,824	3,534	905	48,753	4,547	1,160	1,685	20,634	1,390	128,584	103,852	9,620	16,678	129,650

Annual Grants.

Amounts Claimed.						Deductions from Claims.			Total Amount of Grants.
Art. 142 (*a*) (1st Year).	Art. 142 (*b*) (2nd Year).	Art. 142 (*c*) (Beyond 2nd Year).	Art. 143.	Art. 147.	Total.	Under Art. 32 (*b*).	Under Article 32 (*a*).	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
19,283 1 3	15,485 13 11	10,640 5 0	8,402 0 8	716 15 0	54,527 15 10	76 16 10	7 3 8	84 0 6	54,443 15 4

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Statistics of Annual Grant Schools—*continued.*

Table 25.—Ten Years' Summary.

Public Schools.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1896	2,730	519,980	2 10 5½	0 18 7	2 10 3½
1897	2,738	529,919	2 11 5½	0 19 2½	2 11 4½
1898	2,737	535,636	2 12 3½	0 19 8½	2 12 2½
1899	2,743	540,433	2 13 8½	1 0 7½	2 13 7½
1900	2,774	547,249	2 15 0½	1 2 2½	2 14 11½
1901	2,788	555,308	2 17 4½	1 3 11½	2 17 4
1902	2,786	562,863	2 18 11½	1 5 2½	2 18 11
1903	2,793	582,503	2 18 8½	1 5 1½	2 18 8
1904	2,834	592,640	3 0 2½	1 4 6½	3 0 2½
1905	2,882	602,933	3 3 11½	1 5 9½	3 3 11

Schools Connected with Church of Scotland.

			£ s. d.	£ s. d.	£ s. d.
1896	37	5,137	2 6 3½	0 14 6½	2 7 11½
1897	34	4,721	2 6 8	0 13 9½	2 5 3½
1898	33	4,730	2 8 9½	0 14 11½	2 7 4
1899	31	4,215	2 11 3	0 16 2½	2 11 1½
1900	27	4,104	2 14 4	0 18 0½	2 11 5
1901	24	3,884	2 15 6½	0 19 1½	2 15 5½
1902	21	3,671	2 15 0½	0 18 3½	2 13 11½
1903	20	3,630	2 13 11½	0 17 10½	2 12 9½
1904	18	3,324	2 18 3	0 19 5	2 15 4
1905	20	3,277	2 19 10½	0 19 2½	2 17 4

United Free Church Schools.

			£ s. d.	£ s. d.	£ s. d.
1896	9	3,561	2 8 2	0 13 9½	2 8 3½
1897	8	3,192	2 7 1½	0 13 0½	2 9 7½
1898	8	3,156	2 11 6½	0 16 5	2 10 5½
1899	7	2,533	2 10 5½	0 15 6	2 10 6½
1900	6	2,706	2 16 0	0 17 0½	2 17 3½
1901	4	1,814	3 0 0	0 17 3	3 1 3½
1902	4	1,814	2 19 10	1 2 4	3 2 3
1903	4	1,830	2 19 4½	1 1 0	2 17 8½
1904	6	1,796	3 8 3	1 7 4	3 5 3½
1905	6	1,770	3 8 1½	1 5 6½	3 6 9½

Episcopal Schools.

			£ s. d.	£ s. d.	£ s. d.
1896	71	11,521	2 0 6½	0 11 3½	1 19 6
1897	71	11,535	1 19 10½	0 11 0½	1 19 10½
1898	71	11,355	2 2 10	0 12 1½	2 1 9½
1899	68	10,874	2 4 0½	0 11 2	2 3 5½
1900	68	10,862	2 4 4½	0 11 1½	2 3 10½
1901	67	10,691	2 5 6½	0 12 3½	2 6 10½
1902	66	10,730	2 5 10½	0 11 2½	2 6 6½
1903	66	10,995	2 4 11½	0 10 7½	2 5 2½
1904	66	10,911	2 8 6½	0 12 2½	2 6 9½
1905	66	10,878	2 9 9	0 10 4½	2 9 1½

* Calculated on complete annual returns only.

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TABLE 25.—TEN YEARS' SUMMARY—*continued.*

ROMAN CATHOLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1896	183	49,932	2 1 11¾	0 12 5¾	2 1 11¼
1897	184	51,374	2 2 4	0 13 1¼	2 2 5¼
1898	187	53,422	2 2 11	0 12 4¾	2 3 1
1899	188	54,079	2 4 9¼	0 11 6¼	2 4 6¼
1900	189	55,119	2 4 11¼	0 12 1¾	2 5 6¼
1901	189	56,484	2 6 11	0 13 5¾	2 6 11¾
1902	190	58,705	2 6 6	0 12 8¼	2 7 0
1903	192	61,713	2 6 11	0 13 0¾	2 6 8¼
1904	196	65,963	2 6 8¾	0 12 1¾	2 6 8¼
1905	201	68,993	2 8 5¾	0 11 1	2 8 7

UNDENOMINATIONAL AND OTHER SCHOOLS.

			£ s. d.	£ s. d.	£ s. d.
1896	90	11,387	2 17 4½	1 3 0½	2 17 1½
1897	84	10,464	2 19 9½	1 6 5	2 17 9½
1898	77	10,020	2 19 0½	1 4 3	2 16 5½
1899	74	8,906	3 0 9	1 4 3½	2 19 0¾
1900	71	8,998	3 4 5¾	1 7 4¼	3 2 5
1901	69	8,199	3 3 1¾	1 10 11	3 4 7
1902	78	8,718	3 4 4¼	1 6 11¾	3 3 11½
1903	74	8,618	3 3 4¼	1 6 0½	3 2 4¾
1904	69	7,635	3 9 8¾	1 9 3	3 8 9½
1905	69	8,530	3 9 4¾	1 6 3½	3 8 11¾

SUMMARY UNDER YEARS.

			£ s. d.	£ s. d.	£ s. d.
1896	3,120	601,518	2 9 8	0 18 0	2 9 6¼
1897	3,119	611,205	2 10 6½	0 18 6¾	2 10 5½
1898	3,113	618,319	2 11 5	0 18 11¾	2 11 3½
1899	3,111	621,040	2 12 9¾	0 19 8	2 12 8½
1900	3,135	629,038	2 14 1	1 1 1½	2 13 11¾
1901	3,141	636,374	2 16 3½	1 2 10	2 16 3¾
1902	3,145	646,501	2 17 7¾	1 3 10	2 17 8
1903	3,149	669,289	2 17 5	1 3 9	2 17 4½
1904	3,189	682,269	2 18 9½	1 3 1½	2 18 8
1905	3,244	696,381	3 2 2½	1 3 11¾	3 2 1½

* Calculated on complete annual returns only.

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STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 26.—TABLE SHOWING PROGRESS MADE DURING YEARS 1896—1905 IN REGARD TO DAY SCHOOLS IN RECEIPT OF ANNUAL GRANTS.

——	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.
Estimated population	4,189,270	4,222,784	4,256,566	4,290,619	4,324,944	4,472,103	4,521,296	4,571,030	4,621,311	4,672,145
„ „ of school age (5–14)	873,998	880,990	888,038	895,142	902,303	866,908	876,444	886,085	895,832	905,686
Number of schools	3,120	3,119	3,113	3,111	3,135	3,141	3,145	3,149	3,189	3,244
Scholars for whom accommodation was provided	838,620	853,641	866,287	879,797	903,134	921,119	926,219	948,206	967,622	991,418
Scholars on the Registers at end of school year	719,984	724,268	733,301	741,737	756,558	767,421	768,598	785,473	793,492	804,162
Scholars in actual average attendance	601,518	611,205	618,319	621,040	629,038	636,374	646,501	669,289	682,269	696,381
Percentage to Scholars on Registers	*83·55*	*84·39*	*84·32*	*83·73*	*83·14*	*82·92*	*84·11*	*85·21*	*85·98*	*86·60*
Number of Certificated Teachers (including teachers provisionally certificated under Art 60.)	9,565	9,893	9,975	10,376	10,845	11,263	11,638	12,195	12,801	13,604
„ „ Assistant Teachers (Art. 79)	1,913	2,033	2,193	2,371	2,418	2,606	2,606	2,555	2,718	2,718
„ „ Pupil Teachers	4,230	4,170	3,978	4,111	3,926	4,085	3,789	4,165	4,182	4,191
„ „ Female Assistants (Art. 32 c) (3)	175	156	150	133	124	211	211	205	236	172
Average Salary of Certificated Teachers: Male	£ s. d. 140 11 6	£ s. d. 141 16 4	£ s. d. 142 6 10	£ s. d. 143 7 9	£ s. d. 142 15 10	£ s. d. 146 0 11	£ s. d. 147 10 8	£ s. d. 148 2 1	£ s. d. 149 12 7	£ s. d. 151 7 6
„ „ „ Female	67 9 1	68 11 7	69 8 1	69 19 7	70 6 1	72 6 3	73 9 8	74 7 10	75 17 5	77 8 8
*Cost of maintenance per scholar in average attendance	2 9 6½	2 10 5½	2 11 8½	2 12 8½	2 14 1	2 16 3½	2 17 8	2 17 4½	2 18 8	3 2 1½
*Income per scholar in average attendance derived from:—										
Public and Voluntary Schools — Annual Grant	1 1 7	1 1 7½	1 1 11½	1 2 1½	1 2 3½	1 2 8½	1 2 8½	1 2 11½	1 3 10½	1 4 5
Public and Voluntary Schools — Fee Grant	0 11 11½	0 11 11½	0 12 0	0 11 11½	0 11 10	0 11 10	0 11 11	0 11 8½	0 11 11½	0 11 9½
Public Schools only—Rates	0 18 6	0 14 3½	0 14 9½	0 16 0½	0 17 5	0 19 8½	1 0 2½	1 0 4½	0 19 11½	1 1 2½
Voluntary Schools only — Voluntary Contributions	0 7 6	0 8 0½	0 7 4	0 6 11½	0 7 4	0 8 8½	0 8 5½	0 8 5	0 8 7½	0 7 4½
Voluntary Schools only — Aid Grant	—	—	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0

* Calculated on Complete Annual Returns only.

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PART III. OF APPENDIX.

TRAINING OF TEACHERS.

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EDUCATION (SCOTLAND).

TRAINING OF TEACHERS.

NOTE.

The system in operation for the training of Teachers in Scotland has recently undergone considerable modification, and under the conditions introduced by the Minute of 30th January 1905 (*see* page 550), further developments may be looked for in, the near future.

The nature of the changes made may be gathered from a perusal of the Circular letters of the Department, copies of which are printed below (*see* pages 561 to 585).

As a result, the persons dealt with may be regarded as falling into three classes.

1. Those who have passed the preliminary examination of the Universities or hold Leaving Certificates exempting therefrom.
   These may be either:—
   (*a*) King's Students, who receive their further general education at the Universities, and their professional instruction in classes provided by the recognised King's Students' Committees,
   or,
   (*b*) University King's Scholars, who differ from the foregoing only in receiving their professional instruction at the Training Colleges. They are regarded for the purposes of grant as Training College Students.
2. Those who having passed the King's Scholarship Examination in the 1st or 2nd class, but not the Universities Preliminary Examination, are admitted to a Training College. These students receive the whole of their instruction (both professional and non-professional) in the Training Colleges.
3. Those who having passed the King's Scholarship Examination have failed to obtain admission to the Training Colleges, or have elected not to enter, and others qualified as Assistant Teachers under Article 79 of the Code.
   These are dependent for their professional instruction upon the schools in which they are employed and for their instruction in other subjects upon their own efforts or upon such provision as can be made for them in classes established under Article 91 (*d*) of the Code, particulars in regard to which will be found in the Circular letter of the Department No. 294 printed below (*see* page 586). They are examined for Teachers' Certificates at the Certificate Examination for Acting Teachers, the Syllabus of which will be found on page 655.

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MINUTE OF 30TH JANUARY, 1905, PROVIDING FOR THE ESTABLISHMENT OF COMMITTEES FOR THE TRAINING OF TEACHERS.

MEMORANDUM.

The object which the Secretary for Scotland has in view in establishing Committees for the training of teachers under the provisions of the accompanying Minute, is to enlarge and improve existing facilities for the training of teachers.

In doing so, he desires at the same time to ensure that that training shall be brought into as close connection with the University organizations as the attainments of the students upon entering admit of, and to provide means whereby School Boards and others directly interested in the question of the supply of teachers shall be in a position to secure due consideration for their views.

The Secretary for Scotland recognises to the full the value of the services rendered to the country by various Church organizations, in the administration of funds for the training of teachers in the case of the existing Training Colleges. The Minute, therefore, makes no change necessary in the position of these Colleges, but it provides a means whereby transference of management to the newly constituted Committees may be easily effected under adequate guarantees for the continuance of the religious instruction at present given in these Colleges.

Dover House, Whitehall, S.W.

30th January 1905.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, DATED the 30th JANUARY, 1905, PROVIDING for the ESTABLISHMENT of COMMITTEES for the TRAINING of TEACHERS.

At Dover House, Whitehall, the 30th day of January, 1905.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved:—

I. That there shall be established in connection with the Universities of St. Andrews, Glasgow, Aberdeen and Edinburgh respectively, a Committee for the Training of Teachers, these Committees to be constituted in the manner prescribed in the schedule to this Minute.

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II. Each Committee shall appoint their own Chairman, and fix their own quorum, and may delegate such parts of their duties as they may see fit to Sub-Committees composed of members of their own body with or without added members as may seem to the said Committee to be advisable.

III. Each Committee shall have power to provide, whether in University Classes or otherwise, courses of instruction suitable for the training of teachers (including teachers for Secondary Schools). These courses may include, if the Committee so determine, instruction in religious subjects. They shall be held in towns where a University or a part of a University is situated, but the Committee shall also have power to institute, with the consent of the Department, subsidiary courses of training at approved centres in connection with either a Secondary or a Higher Grade School.

IV. Each Committee shall further have power to acquire by purchase, or to secure by lease, suitable premises for the purpose of the aforesaid training, and to provide the necessary apparatus and equipment. A Committee may also establish or may subsidise on such conditions as may be agreed upon, subject to the approval of the Department, one or more hostels for the residence of the students under their charge, and may make such maintenance allowances to individual students as may be deemed necessary. But each student who receives such assistance shall be taken bound to render service in such class of schools and for such periods as may be from time to time prescribed by the said Committee.

V. Each Committee may receive for training upon such terms and conditions as to payment of fees or otherwise as may be deemed expedient by the said Committee any persons who are duly qualified according to the regulations of the Department for the time being.

VI. Each Committee shall have power to appoint officers at suitable salaries either for purposes of instruction or of discipline, and to prescribe courses of studies for the students collectively or for individual students, as well as to make regulations for the proper behaviour and conduct of the students.

VII. It shall be a condition of Parliamentary Grant to any School Board or of a Grant under any Minute of the Department to any endowed school that the School Board or the Governors, as the case may be, shall grant to the Committees instituted under this Minute such access to their schools and such facilities for practice in teaching as may be agreed upon or as may, if necessary, be determined by the Department, who shall also determine what payment shall be made for the use of such schools.

VIII. From and after the 31st July, 1905, grants for the training of King's Students shall cease to be payable to the

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existing local King's Studentship Committees, but the Committees constituted under this Minute shall come in place of the said local Committees as regards any responsibilities undertaken by the said local Committees towards Students in training, or towards officers employed in their instruction, and for that purpose each of the Committees now constituted shall receive from the corresponding local Committee any balance of funds derived from the grants of the Department remaining in the hands of the said local Committee at the said date.

IX. In the event of the body of management of any existing Training College or Colleges resolving to demit its powers of management in favour of any of the Committees constituted under this Minute, and to transfer to the said Committee the College premises and equipment, the Committee shall have power to receive the same, and to pay therefor such purchase money or annual rent as may be agreed upon, provided always that no payment shall be made for the purchase or rent of any premises which are held in trust by the said body of management for the purpose of training teachers.

X In the event of any such transference, the Committee shall be bound to take over the existing staff of the Training College or Colleges concerned on the terms of their present engagements, but shall be at liberty to dispense with the services of any officer upon giving due notice, provided always that in the event of its being resolved to dispense with the services of any officer who has been employed on the staff of any College for a period of ten years or over, the Committee shall be bound to grant him such pension or retiring allowance as he might reasonably have looked for had he continued in the service of the transferring body of management.

XI. When a Training College so transferred is the property of, or is held in trust by, the representatives of any Church or religious denomination, it shall be a condition of such transference that provision shall be made therein for religious instruction in accordance with the views of the said Church or denomination, to an extent not less than that which is at present customary in the College so transferred, which instruction may either be provided by the accepting Committee or the transferring Church or denomination as may be agreed between them, and further, where the accepting Committee undertake to provide such instruction on their own behalf, it shall be a condition that they also undertake to afford adequate facilities for the periodical inspection of the said instruction by duly accredited representatives of the transferring Church or denomination under conditions to be determined by the Department.

XII. Where a Training College is transferred as set forth in the preceding section, the accepting Committee shall co-opt, as fully privileged members, representatives of the said Church or denomination, as provided in the annexed Schedule.

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XIII. Each local Committee shall appoint an executive officer, who, subject to the instructions of the Committee, shall discharge the functions of Director of Studies, and who, with such assistance as may be necessary, shall be responsible to the Committee for the due observance of the Committee's regulations as to the conduct of the students.

XIV. The Committee shall receive such grants as may be allowed by the Code in respect of students who fulfil the conditions prescribed by the Code for the receipt of Parliamentary Grants for the training of teachers (Articles 83–99 of the Code). Such further sum as may be required to balance the expenditure approved by the Department shall be provided from the balance of the grant remaining undistributed under Article 3 of Their Lordships' Minute of 25th April, 1904. (See Appendix to this Minute.)

XV. Before the 1st October in each year or such other date as the Department from time to time determine, each Committee shall submit to the Department an estimate of their expenditure, whether capital or other, for the next financial year and no expenditure shall be incurred by the Committee till that estimate has been approved by the Department, nor shall any expenditure in excess of that estimate be incurred without the previous sanction of the Department.

XVI. So long as this Minute shall remain in force, members appointed or elected to serve on the several Committees under the provisions of the respected divisions of the annexed Schedule shall remain in office until such date is fixed by the Department for the appointment and election of new Committees, provided that new Committees shall, so far as practicable and convenient, be appointed and elected once, and not oftener than once in every three years. Any casual vacancy caused by the death of resignation of any member shall be filled up according to the tenour of the respective divisions of the annexed Schedule by the body or bodies who appoint or elect such member.

XVII. The powers of the Committees under this Minute shall be exercised subject to regulations prescribed by the Department, and laid upon the table of both Houses of Parliament.

XVIII. This Minute shall not come into force till it shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month, and all modifications of the same which may be proposed subsequently shall be submitted to Parliament in like manner.

SCHEDULE TO MINUTE.

St. Andrews.

(1) The Committee for the training of teachers in connection

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with the University of St. Andrews shall be constituted as follows:—

(2) Four members to be elected by the University Court of the University of St. Andrews, at least three of these to be chosen from among the members of the Senatus of that University, and at least one of the three to be a member of the teaching staff of University College, Dundee.

(3) One member representing the Dundee Technical Institute to be appointed by the Governors of that institution.

(4) Three members representing the School Board of Dundee to be appointed by the said School Board.

(5) Three members, representing School Boards in the county of Fife* to be elected by the Chairmen of the School Boards in the said county at a meeting convened for the purpose by His Majesty's Inspector for the District.

(6) Four members, being two members representing School Boards in each of the counties of Perth* and Forfar* to be elected for each county in the manner aforesaid by the Chairmen of School Boards other than the School Board of Dundee.

(7) Two members, being one member representing School Boards in each of the counties of Stirling*, and Kinross and Clackmannan conjointly, to be elected for each county in the manner aforesaid.

(8) Two members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less that 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Southern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a school under the Code, and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or by other bodies or individuals interested in the work of education.

* These counties are also represented on one or more of the Committees connected with other University centres.

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(10) His Majesty's Chief Inspector of Schools for the Southern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees, and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

Glasgow.

(1) The Committee for the training of teachers in connection with the University of Glasgow shall be constituted as follows:—

(2) Five members to be elected by the University Court of the University of Glasgow, at least three of these to be chosen from among the members of the Senatus of that University.

(3) Four members, being one member representing each of the following institutions, viz., the Glasgow and West of Scotland Technical College, the Glasgow School of Art, the Athenæum Commercial College, and the West of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of Glasgow, to be appointed by the said School Board.

(5) Two members representing the School Board of Govan, to be appointed by the said School Board.

(6) Three members representing School Boards in the county of Lanark to be elected by the Chairmen of the School Boards in the said county, other than the School Boards of Glasgow and Govan, at a meeting convened for the purpose by His Majesty's Inspector for the District.

(7) Eight members, being two members representing School Boards in each of the counties of Ayr, Renfrew, Dumbarton, and Argyle, to be elected for each county in the manner aforesaid.

(8) Seven members, being one member representing School Boards in each of the counties of Kirkcudbright, and Wigtown, and also of Dumfries,* Stirling,* Perth,* Inverness,* Ross,* to be elected for each county in the manner aforesaid.

[Note.—This paragraph has been amended by the Minute of 4th July, 1905. (*See* page 560.)]

(9) Three members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say, (*a*) those

* These counties are also represented on one or more of the Committees connected with other University centres.

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Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Western Division and consisting of one representative from the Managers of each School.

(10) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or by other bodies or individuals interested in the work of education.

(11) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(12) His Majesty's Chief Inspector of Schools for the Western Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

Aberdeen.

(1) The Committee for the training of teachers in connection with the University of Aberdeen shall be constituted as follows:—

(2) Five members to be elected by the University Court of the University of Aberdeen, at least three of these to be chosen from among the members of the Senatus of that University.

(3) Two members, being one member representing each of the following institutions, viz., Robert Gordon's College and the North of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of the Burgh of Aberdeen, to be appointed by the said School Board.

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(5) Three members representing School Boards in the county of Aberdeen to be elected by the Chairmen of the School Boards in the said county, other than the School Board of the Burgh of Aberdeen, at a meeting convened for the purpose by His Majesty's Inspector for the District.

(6) Fourteen members, being two members representing School Boards in each of the counties of Kincardine, Banff, Elgin and Nairn conjointly, Inverness,* Ross,* Sutherland, Caithness to be elected for each county in the manner aforesaid.

(7) Three members, being one member representing School Boards within each of the counties of Forfar,* Orkney and Shetland respectively, to be elected for each county in the manner aforesaid.

(8) One member representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, this member to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Northern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or other bodies or individuals interested in the work of education.

(10) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(11) His Majesty's Chief Inspector of Schools for the Northern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees, and may take part in any proceedings of the

* These counties are also represented on one or more of the Committees connected with other University centres.

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Committee or their Sub-Committees, except that he shall not be entitled to vote.

NOTE.—Should it eventually be found expedient to establish a centre of training at Inverness, a separate Committee may be formed of representatives of School Boards in the North Highland Counties with the addition of representatives from two or more of the Universities and from recognised central institutions.

EDINBURGH.

(1) The Committee for the training of teachers in connection with the University of Edinburgh shall be constituted as follows:—

(2) Five members to be elected by the University Court of the University of Edinburgh, at least three of these to be chosen from among the members of the Senatus of the University.

(3) Two members, being one member representing each of the following institutions, viz., the Heriot-Watt College, Edinburgh and East of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of Edinburgh, to be appointed by the said School Board.

(5) One member representing the School Board of Leith, to be appointed by the said School Board.

(6) Eight members, being two members representing School Boards in each of the counties of Linlithgow, Edinburgh, Roxburgh, and Berwick respectively, to be elected by the Chairmen of the School Boards in each of the said counties, other than the School Boards of Edinburgh and Leith, at meetings convened for the purpose by His Majesty's Inspector for the District within which each of the said counties lies.

(7) Six members, being one member representing School Boards within each of the counties of Haddington, Peebles, Selkirk, and also of Fife,* Dumfries* and Stirling*, respectively, to be elected in the manner aforesaid.

(8) Three Members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any

* These counties are also represented on one or more of the Committee connected with other University centres.

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Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Southern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of representations made to them by associations of teachers or by other bodies or individuals interested in the work of education.

(10) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(11) His Majesty s Chief Inspector of Schools for the Southern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

APPENDIX.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 25th APRIL 1904, PROVIDING for the DISTRIBUTION of the GENERAL AID GRANT.

At Dover House, Whitehall, the 25th day of April 1904.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved:—

* * * * * * *

III. That the balance of the sum voted, after providing for the foregoing payments, shall be carried to a suspense account, to be distributed according to the provisions of further Minutes of the Department, to be by Them laid before Parliament.

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MINUTE OF 4TH JULY 1905.

MEMORANDUM.

The object of the accompanying Minute is to provide for the representation of the County of Bute on the Committee for the Training of Teachers to be established in connection with the University of Glasgow. The name of this county was inadvertently omitted from the original Minute.

Dover House, Whitehall, S.W.,
4th July 1905.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 4th July 1905, AMENDING the SCHEDULE to the MINUTE of 30th JANUARY, 1905.

At Dover House, Whitehall, the 4th day of July 1905.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Read—

Paragraph 8 of the second part of the Schedule to the Minute of 30th January, 1905.

Resolved—

That the said paragraph shall read as follows:

(8) Eight members, being one member representing School Boards in each of the counties of Kirkcudbright, Wigtown, and Bute, and also of Dumfries*, Stirling*, Perth*, Inverness,* Ross*, to be elected for each county in the manner aforesaid.

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CIRCULAR TO TRAINING COLLEGES AND LOCAL COMMITTEES FOR THE TRAINING OF KING'S STUDENTS.

Circular **329.**

SCOTCH EDUCATION DEPARTMENT.

30th August, 1901.

SIR,

Following the precedent set in the case of Science and Drawing last year, my Lords have now resolved, as regards the other subjects also of examination for students in training, to depart from the practice of examining the students upon a uniform prescribed syllabus, and, subject to certain general conditions, to invite the authorities charged with the training of teachers (hereinafter called Managers) to submit for approval the courses of instruction which they deem best suited for different classes of students. To facilitate the formation of well-ordered and coherent courses of study covering the *whole* period of the students' training, they have resolved, as you will observe from the footnote to Article 47. I. of the Code, to discontinue the separate examination at the end of the first year of training.

I. In framing courses regard should be had to the following considerations:—

(*a*) The students dealt with fall into two main classes viz.: (1), those who being qualified in terms of Article 95 (*d*), or 96, are in attendance at University classes; and (2), those who are not. A separate course of instruction should be submitted for each of those classes of students.

(*b*) The subjects of instruction also fall into two main classes, viz.: (1), those intended to secure a sufficiently high level of general culture on the part of the students themselves, and (2), what may be termed professional subjects. The provision to be made under both these heads for each of the foregoing classes of students should be distinctly shown.

(*c*) The work of the University students—and in a less degree the work of the non-University students—will naturally fall into two distinct periods in each year, viz., the winter session and the summer session, and a conspectus of the range of work for each session separately should be given.

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II. Provision must be made for the due instruction of NON-UNIVERSITY STUDENTS in the following subjects:—

A.	B.	C.
1. Physical Exercises & Drill.	1. Voice production & Phonetics.	1. The principles of Education.
2. English.	2. Drawing.	2. School methods and practice in teaching.
3. History.	3. Singing.	
4. Arithmetic, Algebra and Geometry.	4. Needlework (for women).	
5. Science.		
6. Geography.		

(*a.*) The instruction in each of these subjects should follow the indication given under the several heads in the Appendix to this circular.

(*b.*) The subjects of Division B. must be taken by all students except such as may be exempted by special permission of the Inspector of Training Colleges.

(*c.*) Students who on entering or during their course show special proficiency in subjects B. 2, 3 and 4, may be allowed to give a reduced time to these subjects.

(*d.*) While the subjects of Division B. except as specified above, must form part of the regular course of instruction for all students towards obtaining a certificate, the certificate issued will not of itself confer a qualification to teach subjects B. 2, 3 and 4. Such qualification will be given to those students only who have reached a certain standard of attainment in the particular subject.

(*e.*) The foregoing subjects, except where otherwise specified, must be taken by all non-University students, and candidates who have successfully completed the course of study in these subjects, may be recognised as "certificated teachers" in terms of Article 52 of the Code.

III. UNIVERSITY STUDENTS.—(*a.*) The classes to be taken by students at the University should be arranged for each College in one or more groups, one or other of which shall be taken by each student in a prescribed order of classes. The classes composing each group should be determined by considerations of the value of each towards the training of a teacher, and not by the convenience of students in working towards a degree. A three years' course should be shown for each group irrespective of whether the students as a whole will proceed to a third year of study.

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(*b.*) When the classes of English Literature or Natural Philosophy form part of any group they must not be taken earlier than the second year of study, and must be preceded by the first year's courses in English and Science respectively arranged for non-University students.

(*c.*) University students, in order to be recognised as "certificated teachers" must, in addition to the University classes prescribed in the scheme submitted by managers and approved by the Department, take also the subjects of II. C. They may be exempted from the subjects of II. A. (except the subjects of English and Science in which a full two years' course must be taken, of which one year may be at the University classes of English Literature or Natural Philosophy), and from such of the subjects of II. B. as the Department, on the proposal of managers, may determine. The certificate issued in such cases will not carry a qualification to teach the subjects of II. B. in respect of which exemption is granted.

IV. The award of marks for the various subjects, following the practice adopted in former years in the case of University students, and extended in the past session to the subjects of science and drawing, will be made on the report of the various Professors or Lecturers, and in the case of training colleges of the Principal of the college, but subject to such investigation and further examination as the Inspector of Training Colleges shall see fit to make either personally or through any officer of the Department. The report of the various Professors and Lecturers shall take account not merely of the results of class examinations held by them, but also of the class exercises of the student, whether written or practical, and of his appearances in oral examinations of the class. The materials upon which the report is based, so far as these are available, shall be submitted for the consideration of the Chief Inspector of Training Colleges or his deputies, at such times and places as he may determine. The Department reserves to itself the right in all cases to hold such supplementary or control examinations as may be deemed necessary.

V. Recognition as "Certificated Teacher" (Article 52 of the Code), granted upon the successful completion of courses of study as aforesaid, tested in the manner laid down in paragraph IV., shall not carry a qualification to teach a modern language, but an endorsement of such qualification may be made in respect of any language for which a student holds a Higher Grade or

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Honours Leaving Certificate or in which he has passed an examination accepted by the Department as equivalent, provided that he has been duly instructed in the method of teaching the subject and has satisfied such tests as to knowledge of the spoken language, as the Department may from time to time impose.*

VI. Similarly, recognition as a "Certificated Teacher" shall not carry a qualification as teacher in a specially recognised Infant Department (Article 19 B. 5 of the Code), but an endorsement of such qualification may be given in the case of students who successfully complete a special course of instruction in infant school methods. Such courses must provide sufficient practice for the students in Elementary Handwork, and in the other special occupations of an Infant School.†

VII. Managers may provide in their own or other institutions supplementary courses for the training of any or all of their students in:—

(*a.*) Household Management (including cookery and Laundry work).

(*b.*) Woodwork or other manual occupations.

(*c.*) Agriculture or Horticulture.

(*d.*) Any other well-defined course of study calculated to enhance the efficiency of teachers for special classes of Elementary Schools.

The details of such courses must be submitted to the Department for approval and a corresponding endorsement will be made on the certificates of students who successfully complete an approved course.

VIII. Managers should submit in the first place, and at as early a date as possible, a general plan of study showing the distribution of the foregoing subjects over the whole period of the students' training. Except where otherwise stated, Managers are free to make their own proposals as to the relative time to be allotted to the various branches of study and the duration of each course. When this general plan has been approved time tables and syllabuses of work in conformity therewith should be submitted at the beginning of each session.

IX. My Lords will be prepared to consider, if necessary, proposals for the modification of the foregoing regulations in respect of the present second year students.

I have, &c.,

H. CRAIK.

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* For details as to the examination of Candidates for recognition as qualified teachers of modern languages, see the Memorandum of 8th February, 1904, printed below (page 579.)

† For further particulars as to the conditions on which recognition as qualified teachers of infants can be granted, see letter of 24th August, 1904, printed below (page 567.)

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APPENDIX.

The nature and scope of the instruction in the subjects of paragraph II. of the foregoing circular, should where specified in the following syllabus follow the indications given under the several heads.

A.

1. Physical exercises and drill; explanation of the *rationale* of the exercises, and a course of instruction in the laws of health.
2. English. (Instruction in this subject in one or other of its branches must extend over the whole period of training.)
   (*a.*) Instruction in the principles and practice of English Composition.
   (*b.*) The study in class and in detail of the style, subject matter, and literary and historical associations of selected works of English Literature. The works selected should comprise examples both of poetry and prose, and should be typical of different periods of Literature.
   (*c.*) The home reading by the students of a wider range of selected books with a view to obtaining an acquaintance with the subject matter, and the writing of themes or compositions thereupon. The books selected for this purpose should comprise at least one standard work on History.
   (*d.*) An elementary study of Latin with a view to the better comprehension of English. This should comprise a study of the common Latin word-forms and constructions, especially in their bearing upon the structure of English. It should be carried to such a point as to enable the students to make out the meaning of easy passages from a Latin delectus.
3. History. Examinations on the contents of the work of History read under 2 (*c.*); comparison with other accounts of the same events; a course of lectures on present day institutions of Government and their historical origins.
4. Principles of Arithmetic, Algebra and Geometry.

This should include a thorough explanation of arithmetical conceptions—in particular of the functions of vulgar and decimal fractions—and their generalisation in algebraical form.

Geometry, in the case of women students, may be restricted to geometrical drawing and the theory of the geometrical constructions and conceptions which naturally emerge in the Science course.

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5. Science.

(*a.*) A course of experimental work in Elementary Physics and Chemistry extending over the winter session of both years.

(*b.*) A similar course of first-hand investigation by the student relating to one or more branches of Natural Science to be conducted in the summer terms. (Courses of the kind conducted by several of the colleges last session will satisfy these requirements.)

The primary object of the course is a disciplinary one, viz., the training of the students in the methods of scientific investigation. It should have the result of accustoming the student to represent and describe phenomena as he actually sees them, and to form his own theories and apply his own tests with such guidance and explanation as the instructor in charge of the course may find it expedient to give. The accumulation of knowledge is a matter of secondary importance.

6. Geography.

A course of lectures on the study of geography. Practical exercises in the construction and use of maps, including sketch maps from rough surveys of the physical features of neighbouring localities.

B.

1. A course of instruction in Reading and Speaking. Voice production; the discrimination of English sounds and their representation in phonetic and common alphabets.
2. Drawing. A course embracing the sub-divisions of Schedule IV. of the Code and such more advanced work as the students may be capable of.
3. Singing and knowledge of musical notation.
4. Needlework (for women).

C.

1. The principles of education, including such preliminary study of psychology, logic and ethics, as may be necessary.
2. School methods and correlated practice in teaching.

The best methods of conducting a class in the following subjects in different divisions of the school.

(*a.*) Reading.
(*b.*) Spelling.
(*c.*) English (the understanding, speaking, and writing of).
(*d.*) History.
(*e.*) Arithmetic.
(*f.*) Nature study.
(*g.*) Geography.
(*h.*) Writing.
(*i.*) Drawing.
(*j.*) A language (optional).

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Practice should also be given in conducting a class in physical Exercises and Drill.

This course should combine the theory and practice of teaching the subjects named. It should comprise the discussion of the objects to be aimed at in the teaching of each subject, the criteria of good results, the proper gradation of the subject to suit different classes, methods of correlating different subjects so as to secure unity of result, the difficulties encountered by children in the study of each subject, and the best methods of meeting them. All these points should be exemplified from the classes of the practising school, and practice in teaching *each* subject should be combined with or follow immediately upon the discussion of that subject.

TEACHERS OF INFANTS.

Copy of Letter addressed to Training Colleges and Local Committees for King's Students.

SCOTCH EDUCATION DEPARTMENT.

24th August, 1904.

SIR,

Adverting to paragraph VI. of Their Lordships' Circular Letter (No. 329) of the 30th August, 1901, I am directed to state that my Lords propose to regard instruction in Infant School Methods and Kindergarten occupations as part of the general training of Female students in "School Methods and Practice in Teaching." They will be prepared to accept as conditionally eligible for recognition by the Department as qualified teachers of Infants, any students whose course in the Theory and Practice of Teaching has included instruction in Infant School Methods and Kindergarten occupations, and who, having acquitted themselves with credit in that part of the course, and given evidence in the Practising School of their capacity as teachers of Infants, are specially recommended to the Department by the authorities of the Training College or Local Committee for this purpose. In order to make good their claim to be recognised as qualified teachers of Infants, it is proposed that such students should complete their period of probation (Article 51) in Schools for Infants, or subsequently serve for not less than twelve months in such schools, and obtain from H.M. Inspector a recommendation based on the result of their work as Infant School Teachers.

* * * * * * * *

I have, &c.,

(Signed) H. CRAIK.

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INSPECTION OF NON-UNIVERSITY CLASSES.

* Circular **352.**

SCOTCH EDUCATION DEPARTMENT.

8th March, 1902.

SIR,

1. Adverting to previous correspondence on the subject, I am now directed to make further explanation of the procedure which Their Lordships propose to adopt for the purpose of satisfying themselves as to the attainments and progress of King's Scholars and King's Students in the subjects of study prescribed by Circular 329.

2. It is presumed that instruction is being given in accordance with the syllabuses for each subject already submitted and approved for the present year, and that a record of the performance of the students in each class is being kept by the Lecturer or Teacher of the class in accordance with instructions already given.

3. Copies of a Form are now enclosed on which it is desired that a summary of that record, for the present winter session of each class, should be entered in the manner shown. The Forms when completed (one copy for each class) should be returned to the Department as soon as possible after the close of the session. A duplicate copy should be filled up and retained at the Training College.

Form 4. T.

4. It will be observed that the Form makes provision for entering the results of any class examinations held, and also the marks awarded for class exercises of various kinds. It is also proposed that a summary mark shall be given for each student for each subject. This mark will be mainly based upon a consideration of the preceding marks, but the relative importance to be attached to each factor of the award will be matter, in the first place, for the discretion of the teacher. It is further desired that the students (for each subject) shall be arranged in order of merit according to the summary mark, though it is not necessary that fine discriminations should be made, and students of approximately equal merit may be bracketed together. The careful observance of this direction is of high importance for the purpose of the investigation which Their Lordships propose to make through their officers as to the standard of marking,

5. It will also be observed that the Forms are more especially suited for recording the attainments of students in subjects which admit of being tested largely by written examinations: for other subjects Forms devised by the teacher to bring out the various elements on which his judgment, as expressed in the

* NOTE.—The arrangements referred to in this Circular have to some extent been modified by Circular 362 and the Memorandum of 1st March, 1905, printed below (pages 572 and 573).

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summary mark, is based, may be substituted. These, however, should follow as far as possible the Forms already given, and should be submitted for approval before the necessary entries are made.

6. When the same subject is continued over more than one session, whether consecutive or not, the summary mark for the preceding session will be carried over to the Form for the current session, and will be one element in determining the summary mark for that session. In the end a judgment will thus be arrived at as to the merit of the work of a student in a particular subject throughout his whole course of training, and these final marks will be those which will receive special consideration in deciding as to the award of a Teacher's Certificate in terms of the Code.

7. An investigation will be made by officers of the Department, and other persons specially nominated for the purpose, as to the scope, method, and merits of the teaching of each particular subject, and also as to the manner in which the marks entered on the Record Sheets are arrived at. These persons will act in conjunction with, or under the direction of the Inspector of Training Colleges. While Their Lordships are alive to the importance of the work of the Training Colleges being as free as possible from interruptions, and while they will endeavour to secure that the visits of Inspectors shall not be unnecessarily frequent, and that they shall as a rule be intimated, they cannot give any undertaking as to their action in these respects.

8. It will be inconvenient from several points of view that there should be an accumulation of visits of inquiry toward the end of the summer term, and on consideration, My Lords do not think that this will be necessary for the purpose of their inquiry. The record of marks forwarded at the end of each term will be transmitted to the visiting Inspector, together with a copy of the syllabus of instruction, and he will thereupon arrange for a visit to the College in the next or a subsequent term. It will not, of course, be necessary that he should visit the College in each term, provided that he has opportunity of inquiring, if necessary, into the whole record of a student, up to the time of his visit. His investigations at his visit will be directed to ascertaining the mode in which the award of marks for preceding terms has been arrived at, whether the tests applied are adequate, and whether they are sufficiently representative of the scope of instruction outlined in the approved syllabus. For this purpose it will be necessary that he should have free access to the mark book of the Lecturer or Teacher, the examination papers of the students, and also their exercise books, and should be afforded such explanations as to these that he may deem necessary. He may also require any papers to be sent to his address for more leisurely investigation. As the same Inspector will, as a rule, visit all the Training Colleges,

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an opinion as to the relative standard of marking will be arrived at, and, if necessary, an adjustment of marks made accordingly; but as an absolutely uniform standard is not essential to Their Lordships' plan, this procedure will be called for only in cases of marked divergency.

9. The inquiry of the visiting Inspector will have reference to the work of first as well as of second (or third) year students, but will, as a rule, be restricted to work done in the term preceding his visit. It may, however, be repeated in succeeding terms as often as may be necessary. It will not be necessary that he should test the award of marks in the case of each student, but only of a sufficiently representative proportion taken from different parts of the list. He will, however, in all cases make special inquiry as to the attainments of those students who have been awarded a low mark in the subject which he is investigating, and will report to Their Lordships whether or not the work of these students, or of any of them, may be accepted as satisfactory. Where the work of a student in any important subject is reported to be unsatisfactory, he will be specially warned, and inquiry will be made as to his further progress in succeeding terms with a view to determining whether he should be suspended from recognition as a King's Scholar or Student.

10. The authorities of the Training College or Committee will be expected to report to Their Lordships at the end of any term, and particularly at the end of any year of study any student whose conduct is unsatisfactory, or who has failed to show due diligence in his studies, and My Lords will thereupon direct a special investigation to be made into his case, and take such further action as may be called for.

11. A review of the final marks in all subjects awarded to outgoing students in each year will be made under the direction of the Inspector of Training Colleges, and the award of Certificates made in accordance therewith. For the purpose of this review the Inspector of Training Colleges may make such further investigation as to the attainments of a student in any particular subject, and may apply such tests as he may deem necessary.

12. The award of Certificates (subject to the prescribed period of probation) to the outgoing students of the present year will be made on the basis of the marks given for the work of the present year, though their position in the class list for the previous year may also, to some extent, be taken into consideration.

13. In addition to inquiring into and reporting as to the award of marks, it will also be the duty of the visiting Inspector for each subject to inform himself at his visits to the College as to the whole scope of the instruction in that subject, both for first and second year students, and to make a report to Their Lordships accordingly at the end of the session. He will have regard both to the syllabus of instruction, and to the particular

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methods adopted in carrying it out, and his observations on these points will be considered by Their Lordships in dealing with the syllabus proposed for next session. It should be understood that Their Lordships' approval of the syllabuses already submitted is provisional only, and they have to request that fresh proposals for the ensuing session be submitted *before the end of the summer term of the present year.* The syllabuses for each subject should be carefully drawn out in considerable detail, and should embody the result of the experience gained during the present year. They will be carefully considered in the light of the reports which Their Lordships have received from the visiting Inspectors, and it is hoped that in this way an adjustment may be arrived at which will form a fairly permanent basis of work for succeeding years.

14. The authorities of the various Colleges may, no doubt, find it useful to confer as to the general lines of work to be undertaken, but My Lords think it essential that the syllabus of work for any particular subject in a particular College should be drawn up in the first place by the person who is to be entrusted with the teaching of that subject in that College. It is not their intention that the syllabus hitherto prescribed for all the Colleges in common should be replaced by an equally general one imposed by a joint Committee of the Training Colleges, though they will be glad to receive and consider criticisms by the Committees of the Training Colleges and the King's Students Committees, of particular syllabuses transmitted by them.

15. It will be evident that the arrangements described above place a very grave responsibility upon the teaching staff of the Colleges, and upon the Committees, as regards the selection of that staff, and they think it necessary to require that in future all prospective appointments shall be intimated to them beforehand, so that they may have an opportunity of satisfying themselves as to the qualifications of the persons to be appointed.

16. It should be further understood that under the arrangements outlined a special responsibility will attach to the Principals of Training Colleges for the adequate discharge by the subordinate members of their staffs of the duties entrusted to them, and in particular for the careful and painstaking assessment by them of the relative merits of the work of the students in their classes. It will be necessary also that in the arrangements for the training of King's Students, as distinct from King's Scholars, some one shall be appointed who, whether under that designation or not, shall discharge the duties of Principal, and be responsible for the general conduct of the students, for the proper balance of their work, and for the care with which the work of the students is appraised by the various teachers.

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17. The foregoing procedure for the award of marks applies only to non-University classes, whether attended by University or non-University students. The award of marks for work done in University classes will for the present be made in the same manner as heretofore.

I have, &c.,

H. CRAIK.

RECORDS OF STUDENTS' WORK.

Circular **362.**

SCOTCH EDUCATION DEPARTMENT,

23rd September, 1902.

SIR,

1. I am directed to state that My Lords propose to modify the present arrangements for recording the results of the work of students in training as follows:—

2. They will not in future require Form 4 T. to be filled up for students of all years, at the close of each term, but a careful record of the work and progress of each student, in each subject of the curriculum, must be kept by the teacher of that subject in such a form as may seem most convenient for supplying the information required by the Department.

3. This record must show for each term—(*a*) the total number of hours of instruction in the subject received by each student; (*b*) the results of the Class Examinations held; and (*c*) such further details as may seem desirable with a view to the assessment, at the close of the term, of a "Final Mark" representing the teacher's estimate of each student's attainments in the subject at that time. The order of merit as determined by the "Final Marks" should also be indicated at the end of each term.

4. It will rest with the Principal to see that the Record Books for the various subjects are being properly kept. They must at all times be available for the information of the Inspectors of this Department, who at the time of their visits will test the award of the marks recorded therein, in the manner described in paragraph 8 of Circular 352.

5. At the close of each Summer Session My Lords will call for a statement in regard to the work of the outgoing students of the second year, in each subject of the curriculum, particulars for which will be drawn from the Record Books above referred to.

6. These statements or schedules will correspond generally to Form 4. T. showing, for the subject in question, the total number of hours of instruction received by the students during the whole course of their training, the teacher's final estimate of their relative attainments, and the details—which will vary according to the nature of the subject—on which that estimate is based.

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7. Such statements will be required in respect ot each of the twelve subjects mentioned in paragraph II. of Circular 329. Where for purposes of instruction any one of these subjects has been sub-divided—as, for example, in the case ot the various branches of English, Mathematics, or Drawing,—each student's records in these sub-divisions must be collated, so as to arrive at a general mark for the whole subject, and in such cases the marks for the subsidiary subjects might be entered as part of the details on which the "Final Mark" is founded.

8. Both in the Record Books and the statements to be forwarded to this Department, it will be convenient that the entries should be expressed numerically in relation to a maximum of 100.

I have, &c.,

H. CRAIK.

MEMORANDUM of 1st March, 1905, as to recording the results of Students' work.

(To accompany New Form **4.T.**)

1. Their Lordships have had under consideration the present arrangements for recording the results of the work of students in training. The effect ot the various modifications introduced within the past few years has been markedly beneficial. Increased freedom has roused fresh interest on the part of the teachers, while the students on their side have been stimulated by the knowledge that the final verdict upon their work depends on the ability and diligence shown in their ordinary studies. It appears to Their Lordships that the time has now come when a further advance in the direction of simplification and unification may safely be undertaken.

2. It will continue to be of the first importance that all teachers should keep a careful record of the work and progress of each student, and that these records should be at all times available for the information of the Inspectors of the Department. But it will no longer be necessary that complete details regarding each out-going student should be furnished directly to the Department by the authorities of the Training College or Local Committee. Form 4. T. as revised, makes provision simply for arranging the students in order of merit, and for placing opposite the name of each a "final mark" which shall express numerically, in relation to a maximum of 100, the teacher's opinion of the student's attainments.

3. It must, however, be clearly understood that the value of these percentages is relative only. Their purpose is merely to secure an accurate interpretation of the order of merit within each subject, and they will have no direct relation to the classification of students which may ultimately receive the approval of the Department. In regard to the general form of that classification

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no change will be made. Students whose work is satisfactory will still be divided into four groups, denoted by the letters "E," "E.G.," "G," and "F" respectively. But it is essential that some agreement should be arrived at as to what those letters are to mean. The statistics of the past three years show that at present there exists—not as between different Colleges or different years, but as between different branches of study—an amount of variation that must deprive the system of much of its value. To take an extreme instance it may be mentioned that in some subjects the total percentage of students gaining the mark "E" has risen as high as 65, while in others it has fallen as low as 3. Anomalies of this kind are unavoidable so long as the limits of the classes have to be determined strictly by percentages that are invariable over all subjects. There is but one remedy—to get rid of numerical associations altogether.

4. In future, therefore, the mark "E" is to be reserved for the exceptional student, and the mark "E.G." for the average student who has worked exceptionally well, while "G" is to indicate an ordinarily creditable performance and "F" a performance which is no more than satisfactory. It will be readily admitted that, as regard the numbers yearly gaining admission, in the various subjects, to any given class, attainment of absolute uniformity is neither possible nor desirable. But, after every allowance has been made for the operation of natural causes and for some variation of standard as between different subjects, there must remain certain fairly definite limits, which ought not to be exceeded except in very special circumstances. Until the system has reached its full development and until all the parties concerned have become familiar with its working, the initiative as to the actual division into classes must rest with the Inspectors of the Department, whose judgment will be based on the order of merit as set down in Form 4.T., coupled with such opinions as they may have formed on the occasions of their visits to the Colleges. Should the authorities of the Training College or Local Committee desire to have the proposals of the Inspectors as to classification reconsidered before they are finally confirmed, it will be open to them to lay their views before the Inspector of Training Colleges.

RESULTS OF TRAINING.

Form No. **26 T.**

SCOTCH EDUCATION DEPARTMENT,

SIR,

I am directed to forward for the information of the authorities of your College (or Committee) the enclosed Statement showing, under each subject of the curriculum, the result, as tested by the enquiries conducted under the authority of this Department, of

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the work of those Students of the second and third years who have now completed their course of training, and the recognition which, having regard to such results, My Lords are prepared to grant to such Students as Certificated Teachers (Articles 43 and 52 of the Code), and under the special provisions of their Circular letter (No. 329) dated 30th August, 1901.

At the end of the list will be found particulars in regard to the Students (if any) who have received a single year's training in terms of Article 95 (*b*) of the Code.

I am to request that the Students concerned may be duly informed of these results, and that you will be good enough to forward to each Student who is recognised as a Certificated Teacher a copy of the enclosed Memorandum relating to Superannuation.

Those recognised as Certificated Teachers will be regarded as such as from 1st August, 1904. Their Certificates will be issued on the fulfilment of the conditions as to probation laid down in Article 51.

Students who, on the recommendation of the authorities of the Training College or Local Committee, have been accepted as conditionally eligible for recognition as specially qualified teachers of infants, must, in order to obtain such recognition, complete their period of probation (Article 51) in Schools for Infants, or subsequently serve for not less than 12 months in such Schools, and obtain from H.M. Inspector a recommendation based on the result of their work as Infant School Teachers during that period.

The result of the work of any Students who are proceeding to a third year of training in terms of Article 83 (*c*), will be considered by the Department after their full period of training has been completed.

Should the authorities of your College (or Committee) propose to issue to outgoing Students any formal Statement or Certificate as to the result of their course of training, the form proposed to be followed should first be submitted for the approval of this Department, and thereafter the Certificates should be prepared and transmitted to the Department to be stamped. A specimen Certificate in a form that has been found suitable for the purpose is appended for your information.

There is enclosed, for the information of the Principal, a statement showing the result of the Examination of first year Students (if any) who have attended University Classes during the past year. A list is also enclosed of those Students who satisfied either the written or the oral test in Modern Languages but have not fully complied with the conditions for recognition as qualified Teachers of Modern Languages.

I have, &c.,

H. CRAIK.

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APPENDIX.

SPECIMEN CERTIFICATE.

NOTE.—This Certificate is only intended to indicate the *general* form that might be followed. The authorities of each College or Committee will consider how far it is suitable for their purpose.

_____ TRAINING COLLEGE.

STATEMENT showing under each subject of the Curriculum the final result of the work of _____, who completed _____ years of training in the above-named College at Midsummer, 190 , and the recognition granted to such Student as a Certificated Teacher by the Scotch Education Department.

NOTE.—In the Entries below—E = Excellent; V G = Very Good; G = Good; F = Fair; O = Unsatisfactory; X = Recognised.

SUBJECT.	Taken at	
	University.	Training College.
GROUP A.		
1. Physical Drill		
2. English		
3. History		
4. Mathematics		
5. Science: Physical		
,, Natural		
6. Geography		
GROUP B.		
1. Phonetics		
2. Drawing		
3. Singing		
4. Needlework		
GROUP C.		
1. Principles of Education		
2. School Method and Practice in Teaching		
OTHER SUBJECTS.		
French (Class work)		
German (,, ,,)		

SUBJECT.	Taken at	
	University.	Training College.
OTHER SUBJECTS—*cont.*		
Latin		
Manual Work		
Household Management		
Laws of Health		
_____		
_____		
RECOGNISED BY THE DEPARTMENT AS:—		
Certificated Teacher		
Qualified to teach:—		
Drawing		
Singing		
Needlework		
Conditionally eligible for recognition as a specially qualified Teacher of Infants		
Qualified to give instruction in:—		
French		
German		
Household Management		
Manual Work		
_____		
_____		

Principal.

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Conditions as to 3rd Year Students Trained Abroad.

Copy of Letter addressed to Training Colleges and Local Committees for King's Students.

SCOTCH EDUCATION DEPARTMENT.

26th August, 1903.

Sir,

With reference to the last sentence of Article 83 (c) of the Code, I am directed to state for the information of the authorities of your College (or Committee) the general conditions My Lords will require to be fulfilled, and the procedure that should be followed, in cases where it is proposed that the 3rd year of training allowed under that Article should be taken under approved supervision abroad.

1. The authorities of the Training College or Local Committee in making application for the consent of the Department must state what evidence can be furnished as to the student's knowledge of the language of the country in which he is to reside, and if necessary the Department will make further enquiry on this point through Their Inspector or other person acting on Their behalf. *Some* ability to understand the spoken language will be regarded as indispensable.

2. When an applicant is approved as suitable, the authorities of the Training College or Local Committee must lay down a course of study for the student, to be approved by the Department, for the due completion of which they will make themselves responsible.

3. On the completion of the course, and before payment of the Grant on account of such student is made, a Certificate will be required from the authorities of the Training College or Local Committee, that they are satisfied that the approved programme of study has been carried out, and that the student has made satisfactory progress. They must take their own measures for obtaining the information necessary for enabling them to give this Certificate.

4. This Certificate must be accompanied by a diary or other record of the student's attendances at lectures, the student's note books and exercises, and a thesis written in the language of the Country on some topic suggested by the course of study.

5. These various documents will be submitted for examination to the Inspector of the Department who will make such further enquiry as he may think necessary.

6. If the Inspector reports that he is satisfied, an entry will be made on the Teacher's Certificate (when issued) recording the completion of an approved course of study abroad.

I have, &c.,

H. Craik.

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Music.

Circular **370.**

SCOTCH EDUCATION DEPARTMENT.

2nd January, 1903.

SIR,

My Lords have had under consideration the present system of musical training for students in the Training Colleges and King's Students, and the following points would seem to deserve the attention of the Lecturers on Music:

It is very desirable that students should understand that the primary object of their training is not the passing of an examination, nor even the attainment of individual proficiency in the art of music, but the qualifying of themselves as capable teachers of music in elementary schools.

Therefore it is of the first importance that all students should make themselves familiar with the musical work of the Practising Schools, and especially with the teaching of sight-reading to the younger children.

It is on the power of sight-reading that the musical development of scholars in the elementary schools chiefly depends, and the practice of teaching by ear, except in the case of very young children, should always be discouraged.

Opportunity for what are generally known as criticism lessons should also be given.

Students should be impressed with the idea of making the national songs of England and Wales, Scotland, and Ireland familiar to the rising generation, so that, as far as possible, the schools may set a wholesome standard in musical taste. The singing of national songs by the students in unison, as a social recreation, affords an easy and agreeable means of acquiring a sound knowledge of these songs, while musical progress is encouraged by linking it with the pleasant associations of student days.

Both notations should be made familiar to the students, and they should be encouraged to demonstrate clearly on a blackboard.

Looking to the desirability of training them to appreciate what is of high quality in music, it is suggested, that, in the practical course of the first year, there should be included at least 12 standard songs to be sung in unison. When more convenient, a duet, proper regard being had to the quality of the composition, may be substituted for a song.

In colleges where both men and women take part in the Choral Music, the music need not take this form; but Choruses selected from Works of high standing may be chosen. The Inspector will be glad to hear the performances of the first-year students at his Annual Visit. The Choral Music for the second year will be as heretofore; but it is earnestly hoped that in all cases great care may be taken to secure a high type in the music prepared.

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H. CRAIK.

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EXAMINATION OF CANDIDATES FOR RECOGNITION AS QUALIFIED TEACHERS OF MODERN LANGUAGES.

MEMORANDUM OF 8TH FEBRUARY, 1904.

1. The Department is prepared to consider applications for the recognition as qualified Teachers of Modern Languages of (1) Students in Training Colleges and King's Students, and (2) Certificated Teachers and Assistant Teachers (Article 79) who fulfil the following conditions:—

2. Candidates for recognition must have attended an approved course of instruction in the Language professed, either at Training College or University Classes under the conditions laid down in the Department's Circular Letter, No. 329, or at courses conducted under Article 91 (*d*) of the Code (or Classes recognised as equivalent thereto) extending to not less than 60 hours. A record of their work at such courses must also have been duly furnished to the Department in the prescribed form.

3. The examination consists of two parts—the Written Examination and the Oral Examination. *All* candidates for recognition must pass both the written and the oral tests.

4. Application for the examination of candidates should be made by the authorities of the Training College or Local Committee, or the Managers of the Course under Article 91 (*d*) attended by the candidates, and must reach the Department *before the 25th March.*

5. Candidates may be presented for examination in either French or German.

6. For the *Written Examination* the papers set will be in the main the same as for the Higher Grade Examination for Leaving Certificates, but the standard required for a pass will be considerably higher, and it must be understood that, although for convenience the same papers may be used, the Examination does not in any way form part of that for Leaving Certificates.

7. The *Oral Examination* will be conducted, during the course of the Summer Session, at the various Training Colleges and Centres for King's Students, and such other suitable centres as may be found necessary, by Examiners appointed by the Department.

A high standard will be exacted as regards accuracy of pronunciation and fluency of utterance, as well as capability of understanding ordinary conversational sentences or simple narrative.

The general character of the oral test may be indicated as follows:—

(1.) The candidate will be required to read aloud one or more passages of prose or verse to test, (a) correct vowel enunciation, (b) accentuation, (c) fluency, and (d) grouping of words in the natural manner of the language, so as to bring out the sense.

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(2.) The Examiner will read passages of prose or verse, at varying rates of utterance up to but not exceeding moderate natural fluency, in order to test how far the Candidate apprehends the gist of what has been read.

(3.) The Examiner will test the Candidate by conversation on some simple topic.

(4.) An exercise in dictation may be set.

Each candidate will be required to present a choice of pieces of prose and verse, the pronunciation of which he has carefully studied and which he will be expected to recite fluently and accurately, and in such a way as to make the meaning clear, a thorough understanding of the meaning of each piece and its construction being, of course, expected.

8. The result of both the oral and the written examination will be taken into consideration in determining whether or not recognition as a qualified teacher can be granted, but deficiency in either may to some extent be compensated for by conspicuous merit in the other. The mark assigned to candidates for their class-work at the approved course of instruction will also be considered.

9. Candidates who pass the written examination but fail in the oral test will not be required to take the written examination again, and *vice versa*.

Note.—Looking to the prime importance of an accurate knowledge of the spoken language on the part of a teacher of a Modern Language, the Department feels that it may ere long be possible, as it certainly would be desirable, to require the oral test to be passed before the written examination. As a step towards this change, the rule excluding first year Students from the Oral Examination, and that requiring the written paper to be taken before or concurrently with the Oral Examination, will no longer be enforced in the case of King's Scholars and King's Students.

APPENDIX.

The following extracts relate to the method of instruction to be followed in the case of those students who enter a Training College with little or no previous knowledge of the language to be studied, and they are re-printed here because they may be found to be largely applicable to the case of teachers who are commencing the study of a modern language in classes conducted under Article 91 (d) of the Code.

Extracts from the Department's Circular Letter No. 371.

"My Lords think it highly desirable that those students also who enter upon their course of training with, it may be, little preliminary knowledge of a modern language, and who may not hope to obtain the special qualification referred to, should nevertheless be afforded an

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opportunity, as part of the regular curriculum of study, of acquiring under the best tuition such a knowledge of the elements of that language as will be likely to make subsequent private study profitable. Much that is implied in the knowledge of a language, gradually increasing command of vocabulary, knowledge of sentence construction, appreciation of the masterpieces of literature, may result from the unaided efforts of the capable student. Even skill in composition may be acquired, to some extent, in circumstances which do not admit of direct personal tuition. But to many of those who will subsequently become teachers in various parts of the country, the Training College affords the one and only opportunity of accustoming the ear to the sounds of a foreign tongue and of acquiring the power of reproducing them with facility and approximate correctness. It is therefore clear what line the course of study during the period of training should take. What the student can do for himself should be done in his time for private study, with, of course, the necessary guidance and direction. The precious hours of classwork must be utilised, as far as possible, for the exercise of ear and tongue.

"In teaching pronunciation full use should be made of the knowledge acquired in the general course of phonetics at the College, and the student should be required to commit to memory pieces of prose and verse, the pronunciation of which has been studied in detail and thoroughly mastered. Alongside of these practical exercises, systematic study of the grammar of the language should be undertaken, but this study of the grammar should be illustrated, not by random examples, but by constant reference to the pieces which the student has already mastered. Thus, for example, the broad rules for the classification of substantives according to gender having been learned, the student should be exercised in referring each individual substantive in the pieces he has already learned to its proper heading in the grammar. Similarly, at a more advanced stage, the rules for the construction of the subjunctive mood having been studied in outline, all the instances of the subjunctive mood in the pieces with which the student is familiar should be carefully examined with reference to those rules. It is only by some such process that one can hope to avoid a defect of which examiners constantly complain, viz., that candidates who apparently know a grammar rule correctly are unable to apply it in practice.

"The number of pieces thus studied should be gradually and continuously added to, and these pieces should be ultimately known in their minutest detail of construction. Thus treated they will form a permanent body of reference for the guidance of the student in his further, and it may be, unaided studies. They will also provide abundant material for practice in composition, both oral and written.

"For the purpose of placing the Training College student in a position in which he may pursue profitably the study of the language for himself without extraneous aids, no other form of study than that already indicated is really essential. A comparatively few selected pieces must be thoroughly studied from the point of view of pronunciation and construction, committed to memory, and made the basis for abundant exercises in the manipulation of words and constructions with which the student is already thoroughly familiar. The knowledge acquired, if limited in scope, will be not only thorough but readily available in practice, and will form a sound basis for further study. But nothing less than complete mastery of what is learned, involving perfect recollection and instinctive correctness of phrase within the limits of the constructions known, will suffice.

"If time permits and greater variety of work is desired, two additional forms of exercise may be practised, both of which may be largely matter for private study. The one is the acquisition of a vocabulary descriptive of common things and common actions, combined with the study of a well-selected book of dialogues. The other is the free reading of attractive

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subject matter without further reference to the dictionary and grammar than is necessary to make out the sense. Models of good translation into English should be given from time to time and discussed in class, and occasional exercises of this kind should be given out for home work, but as little as possible of the class time should be devoted to routine construing. For more advanced students—with whom, nevertheless, oral work should not be neglected—there is the systematic study of some work of literature and the practice of composition in its various forms.

* * * * *

"In the choice of a language to be studied, in those cases where a choice is possible, My Lords hope that every consideration will be given to the claims of German. At present it is found that the overwhelming majority of candidates take French, but it may be suspected that in many cases the choice is due rather to unreflecting custom than to any deliberate weighing of the respective advantages of the two languages."

EXAMINATION PAPERS IN MODERN LANGUAGES SET IN 1905.

FRENCH.

Friday, 23rd June.—10 A.M. to 1 P.M.

1. Translate into French:—

"The usages of society are not worth much, sometimes," said Euphemia, "and you must remember that Pomona is a very different sort of person from an ordinary servant. She is much more like a member of the family—I can't exactly explain what kind of a member but I understand it myself. She has very much improved since she has been married, and you know, yourself, how quiet and—and, nice she is, and as for the baby, it's just as good and pretty as any baby, and it may grow up to be better than any of us. Some of our presidents have sprung from lowly parents."

"But this one is a girl," I said.

"Well then," replied Euphemia, "she may be a president's wife."

"Another thing," I remarked, "I don't believe Jonas and Pomona like your keeping their baby so much to yourself."

"Nonsense!" said Euphemia, "a girl in Pomona's position couldn't help being glad to have a lady take an interest in her baby, and help to bring it up. . . . Pomona! Is that you? You can bring it here, if you want to get at your cooking."

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II. Lire attentivement la fable suivante, puis la raconter en français, en indiquer très clairement le sens et apprécier la morale qui en découle.

La Coquette et l'Abeille.

Chloé, jeune, jolie, et surtout fort coquette,
Tous les matins, en se levant,
Se mettait au travail, j'entends à sa toilette;
Et là, souriant, minaudant,
Elle disait à son cher confident
Les peines, les plaisirs, les projets, de son âme.
Une abeille étourdie arrive en bourdonnant.
"Au secours! au secours!" crie aussitôt la dame.
"Venez, Lise, Marton, accourez promptement;
Chassez ce monstre ailé!" Le monstre insolemment
Aux lèvres de Chloé se pose.
Chloé s'évanouit, et Marton en fureur
Saisit l'abeille et se dispose
A l'écraser. "Hélas!" lui dit avec douceur
L'insecte malheureux, "pardonnez mon erreur.
La bouche de Chloé me semblait une rose,
Et j'ai cru . . ." Ce seul mot à Chloé rend ses sens.
"Faisons grâce," dit-elle, "à son aveu sincère.
D'ailleurs sa piqûre est légère;
Depuis qu'elle te parle, à peine je la sens."
Que ne fait-on passer avec un peu d'encens?

III. Traiter, en français, *l'un* des sujets suivant:

(*a*) Faire le portrait d'un véritable ami et indiquer ce que c'est que la véritable amitié. Raconter quelques traits d'amitié que vous avez observés ou qui vous sont personnels.

(*b*) Comment comprenez-vous la vocation de l'enseignement et quel rôle intellectuel et moral l'instituteur et l'institutrice sont-ils appelés à jouer dans la vie nationale?

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GERMAN.

Monday, 26th June.—2 to 5 P.M.

(German script should be used at least in the passage for translation into German, 2. Candidates are advised to devote about one hour to Question 3.)

1. Translate into English:—

(a) Stunden floſſen vorüber. In dem einſamen Wirtshaus, das an der Wegſcheide liegt, wo der Bergbewohner die Landſtraße verläßt, kehrten ſie ein. Seit Mittag waren ſie nun gewandert; Margret biß mit Wonne in ein kräftiges Butterbrod und trank in langen Zügen aus dem Glaſe, das ihr der Burſche hinhielt. Wie das ſchmeckte! Der feurige Landwein rollte ihr erwärmend durch die Glieder und verſcheuchte die letzten Sorgen von ihrer Seele. Der Valentin ſagte, ſie könne nur immer „Du" zu ihm ſagen. Das tat ſie denn auch, und leicht und flüſſig glitt das „Du" über die Lippen, als hätte ſie's ihr Lebtag geſagt. Nachdem ſie eine Stunde geraſtet, brachen ſie wieder auf. Der Regen hatte aufgehört; die volle Mondſcheibe ſchimmerte mit hellem Licht hinter zerriſſenen Wolken. Der Weg wurde ſteinig und mühſam; große Furchen hatte das ſtrömende Waſſer ins Erdreich geriſſen; der Fuß glitt aus, und mehr als einmal mußte der kräftige Arm des Mannes das ſtrauchelnde Mädchen ſtützen. Margret wurde ſehr müde, ihr muntres Plaudern hatte aufgehört; wie ein verſchüchtertes Vögelchen duckte ſie ſich an den ſtarken Gefährten. Wie gut der war! Er führte ſie wie ein Kind, er hob ſie über Steine, und ab und zu ſprach er tröſtend: „Bald ſind wir daheim." Zuletzt trug er ſie mehr als er ſie führte. Margret empfand alles wie im Traum; ſie hielt die Augen geſchloſſen und dachte, es gehe ſo in die Ewigkeit weiter. Sie fuhr faſt erſchrocken zuſammen, als der Burſche plötzlich ſtehen blieb und mit der Hand in einige Entfernung wies, wo hie und da noch ein Lichtlein glänzte: „Krülburg!" Sie ſchlugen nun einen ſchmalen Pfad bergaufwärts ein; Margret war wieder wach. Hier der Weg, der führte zur einſamen Hütte droben auf kahler Höh', bald war ſie zu Haus und wieder die alte Margret—und der Traum hatte ein End'.

2. Translate into German:—

A gentleman in Paris was wont every morning, on his way to his business, to give a half-franc to a blind beggar, stationed at a street-corner. One day, by mistake, he threw a napoleon into the beggar's box. Some hours later he discovered his error, and as he was not a rich man, he resolved to speak to the man on his way home, and to ask him to exchange the piece of gold for a smaller coin. When he passed by the place, he found that the beggar had gone home, but a street-sweeper told him where the man was living. As it did not take him much out of his way, the gentleman went to the address he had received. On a door on the third storey of a very respectable house he found the beggar's name. A tidy-looking maid-servant opened, and requested him to step into a well-furnished room, and take a seat. After a minute or two the beggar made his appearance, neatly dressed, and the matter was explained to him. "My clerk," he said, "is just making up the day's accounts, and if a napoleon has been found in the box, it shall be restored to you." The piece of gold was found, and handed to the visitor. As the latter was retiring, however, the beggar called out to him, "I beg your pardon, my dear Sir, but you have forgotten to give me the half-franc out of it."

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3. Write, *in German*, a short essay on *one* of the following subjects:—

(a) Welche Charakter—und Geisteseigenschaften erwartet man bei einem guten Lehrer?

(b) Sie haben eine Anfrage aus Deutschland erhalten, welche Vorteile die Stadt, in der Ihr College sich befindet, zur Erlernung des Englischen bietet. Antworten Sie in einem deutschen Briefe.

(c) Beschreiben Sie einen Ausflug an einem Ferientage, den Sie gemacht haben oder machen möchten.

4. Read the following poem carefully, and indicate (in English) how you would interpret it to an elementary German class, so as to arouse their interest:—

Jung Siegfried war ein stolzer Knab',
Ging von des Vaters Burg herab.
Wollt' rasten nicht in Vaters Haus,
Wollt' wandern in alle Welt hinaus,
Begegnet' ihm manch Ritter wert
Mit festem Schild und breitem Schwert.
Siegfried nur einen Stecken trug;
Das war ihm bitter und leid genug,
Und als er ging im finstern Wald,
Kam er zu einer Schmiede bald.
Da sah er Eisen und Stahl genug;
Ein lustig Feuer Flammen schlug.
„O Meister, liebster Meister mein,
Laß du mich deinen Gesellen sein!
Und lehr' du mich mit Fleiß und Acht,
Wie man die guten Schwerter macht!"
Siegfried den Hammer wohl schwingen kunnt',
Er schlug den Amboß in den Grund.
Er schlug, daß weit der Wald erklang,
Und alles Eisen in Stücke sprang.
Und von der letzten Eisenstang'
Macht er ein Schwert so breit und lang:
„Nun hab' ich geschmiedet ein gutes Schwert,
Nun bin ich wie andre Ritter wert;
Nun schlag' ich wie ein andrer Held
Die Riesen und Drachen in Wald und Feld."

Uhland.

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Classes for the Further Instruction of Teachers under Article 91 (d) of the Code.

(Circular to Local Authorities.)

Circular 294.

SCOTCH EDUCATION DEPARTMENT,

1st August, 1900.

SIR,

As some misapprehension appears to exist regarding the nature and object of the classes to be conducted under Article 91 (*d*) of the Code and the method of establishing and conducting them, my Lords think it desirable to make the following explanations.

Nature and object of the classes.

These classes are in no way to be confounded with classes conducted under the provisions of the Science and Art Directory in the same or analogous subjects. They differ in respect that the classes under Article 91 (*d*) of the Code are (1) for the further instruction of teachers and of teachers only; (2) that the object of instruction in these classes is not simply the acquisition of knowledge, preparation for the examinations of the Science and Art Department, or the obtaining of qualifications as teachers under the Directory, but the *training* of the teachers with the direct object of rendering the instruction in such subjects as Drawing, Nature Knowledge, Manual Instruction, etc., in the schools of the district as efficient as possible.

The course of instruction need not follow the lines of the syllabus of any subject given in the Science and Art Directory nor any combination of these subjects, but should rather be a course of instruction especially designed for the object in view. A programme of the proposed instruction in each subject should accordingly be carefully prepared and submitted for the approval of the Department, who must also be satisfied that the instructors proposed have not only special knowledge of or skill in their particular subjects, but are competent to give advice and direction as to the best method of conducting such studies in schools, and if necessary, to illustrate their methods in practice. *The grounds on which any particular instructor has been selected should be very fully stated.*

Financial arrangements.

The authority proposing such classes must have funds from which it is competent for them to defray the whole expenses of the classes in the first place, it being understood that on the satisfactory completion of the course a grant amounting to not more than three-fourths of the actual expenditure after the deduction of the income from fees will be paid by the Department. The remaining portion must be an actual outlay on the part of the Local Authorities who undertake financial responsibility for the classes and may not be made good either in whole or in part by fees payable by the students attending the classes.

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On these conditions my Lords are prepared to entertain proposals from Town and County Councils, or other Local Authorities, for the establishment of such classes at such centres as may be found most convenient. But in view of the special facilities for giving instruction of the kind desired which exist at certain central institutions such as Schools of Art, Technical Institutes, Agricultural Colleges, and in some cases Secondary Schools, my Lords consider that where possible Local Authorities instead of establishing classes of their own should come to an arrangement with the Managers of such institutions as to the terms upon which they would be prepared to establish and maintain classes of the kind desired. In such a case one of two courses might be followed. The Local Authority might make itself responsible for the whole cost of the classes arranged for in so far as that cost is not covered by fees, receiving directly any grant which may be made in terms of Article 91 (*d*). The other course—and one which would be specially adapted to the cases where classes were established at the instance of more than one Local Authority—would be that the Managers of the school or institution should be in direct relation with the Department, and should as a Committee of, or agents for, the various Local Authorities who undertake financial responsibility for the classes, make the necessary arrangements for the conduct of the classes, and receive the grant under Article 91 (*d*), obtaining a guarantee from each Local Authority for a fixed proportion of the expenditure which must be borne locally.

Preliminary proposals.

Local Authorities who propose to establish such classes will on application to the Department receive a Form for the statement of particulars required for the information of the Department. This Form must be returned to the Department *at least one month before the date proposed for the first meeting of the classes* in order that opportunity may be afforded for the due consideration and adjustment of the proposed course of instruction.

Inspection.

When on consideration of the information supplied a class has been recognised, it will be visited from time to time on behalf of the Department by an officer deputed for the purpose, who will also toward the end of the course make a report on the work of each individual student. For that purpose he will take into consideration the character of the work done by each student during the session and the observations of the instructor thereon, but may also set such supplementary tests—oral, written or practical—as he may think necessary. Such tests will, however, be relative to the work actually undertaken at meetings of the class, or in connection therewith.

Credit to be given for satisfactory attendance and work.

The names of all teachers who have regularly attended a recognised class and whose work is favourably reported on as above will be recorded in the Department, and credit will be given for such attendance and work in connection with any

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requirement of qualification for the teaching of certain subjects under the Code which Their Lordships may hereafter find it desirable to institute.

Satisfactory attendance and work at a recognised course of instruction of sufficient length in *Drawing* will be held for the present to constitute a qualification to earn grants for Drawing in terms of the footnote to Article 19B4 of the Code and in lieu of the certificates mentioned therein, but Their Lordships may, on consideration of the length of the course in any particular case, and the character of the instruction given thereat, require attendance at a supplementary course as a condition continued recognition.

The classes may be held at any time of the year as best suits the convenience of those concerned, and may provide for instruction either on successive days (holiday courses) or at regular intervals, *e.g.*, on successive Saturdays. The attention of Instructors and others responsible for framing syllabuses of instruction is particularly directed to the Appendix.

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H. CRAIK.

APPENDIX.

My Lords desire to leave a large liberty of suggestion to Managers both as regards the subjects taught in these classes and the details of the course of instruction, but their views on both these points must be clearly formulated in their preliminary proposals in order that each proposed course may be fully considered on its merits.

As regards certain of the courses, however, the following general principles should be kept in view.

Drawing (*a*). I. As regards courses for the instruction of teachers in Drawing.

The essential part of every course must be practice in free arm drawing on a large scale from the shoulder upon blackboards or other specially prepared surfaces, the chalk or charcoal being held in such a manner as to secure the utmost freedom of wrist action.

The forms to be drawn should be elementary art forms such as the ellipse, the oval, varieties of the loop form, conventionalized leaf forms of various kinds, the spiral, etc., arranged as far as possible according to difficulty or natural order of development.

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Each form must be diligently practised till it can be drawn with ease, certainty, and *rapidity* without preliminary measurement or blocking in, and to various sizes or to fill a given space.

A bold free line is to be cultivated, and for that purpose no measuring whatever should be allowed from the very start. Each line should be executed as far as possible by a single continuous movement, and accuracy should be sought not by laborious adjustments of parts of a form previously blocked out but by successive approximations to the form as a whole made rapidly and with a continuous line. The primary object of the exercise is to facilitate combined action of hand and eye, and no form should be considered to be mastered till it can be reproduced with rapidity and certainty and to various sizes. When one of the fundamental forms has been mastered it should be made the basis, either with variations or in combination with other forms, of elementary exercises in design.

These various exercises will involve a large amount of practice and as the time that can be given to practice at the actual meeting of the classes is limited it is essential that the practice in the classes be supplemented by practice on the part of the students at home.

It is desirable that the medium of reproduction should be varied as far as possible, and for that purpose the drawing on the blackboard should from time to time be replaced by drawing the same forms with charcoal on paper or by brush drawing, always on a large scale.

It is also highly desirable that practice in clay modelling should be carried on *pari passu* with the drawing, and wherever possible this exercise should be included in the course, but it will not for the present be insisted on in all cases.

The practical exercises should be accompanied by some explanation of the "Principles of Ornament" not necessarily in set lectures, but in connection with the introduction of new forms for practice, and it is highly important that there should be at hand an ample supply of examples of good ornament for purposes of illustration. For this reason among others my Lords must insist that wherever possible the classes for instruction in Drawing shall be held at a well-equipped School of Art.

Drawing (*b*)

One other great division of the work of these classes to be carried on *pari passu* with the foregoing practice in the drawing of fundamental forms of conventional ornament, should be practice in drawing simple forms such as leaves, flowers, or parts of flowers, shells, fish, birds, and simple artificial objects *either from the actual objects or models thereof.*

For this purpose each student should select for himself the object which he proposes to study, *being as a rule some form which has occurred or will occur in connection with the nature knowledge lessons of the School.*

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The first reproductions, however imperfect, of the object selected, should be the outcome of the student's own unaided efforts as suggested to him by a careful study of the forms, but when after correction by the teacher a reasonably correct representation has been arrived at, it should be thereafter drawn not merely once or twice, but repeatedly until it can be reproduced with facility and certainty *from memory*. Endeavour should always be made to seize the broad essential features of the object to the neglect of details, and here as elsewhere the use of a free continuous line and rapidity of execution should be constantly insisted upon. The medium of reproduction should also be varied and as far as possible a selection of the forms should be modelled in clay. Some of the simpler forms studied may with advantage be turned to account as elements of design.

Combined Course.

It is suggested that both divisions of the work—the practice of conventional ornament and of design based thereon on the one hand and drawing from actual objects on the other—should be carried on at each lesson, a certain proportion of the students in turn being engaged at blackboard practice, under due supervision, while the others are engaged in the study and reproduction in various ways of actual objects.

Model Drawing should not be treated as a separate subject but simply as an accessory to the drawing from actual objects as above. No elaborate explanations of the theory of perspective should be entered into, but it may be found advantageous at a comparatively early stage to direct attention to the varying appearances of some simple object such as a pointer or a box, or a ring, when held in different positions and to the difference between apparent and real measurements.

Applications of Geometry —handwork.

II On consideration of the various exercises commonly grouped under the head of Geometrical and Mechanical Drawing, my Lords are of opinion that they have no necessary connection with such a course of instruction in Drawing as that outlined above and that they should rather form the subject of a separate course *to be taken in conjunction with either cardboard modelling or woodwork or other form of practical application of the principles involved.*

Such a course would on its theoretical side embrace an explanation of the construction and use of scales, and of various measuring instruments, representation of objects in plan, elevation and section; the making of drawings in isometrical projection; and the principles of mechanical perspective.

The principles explained would be illustrated by the making of drawings to scale from actual measurement whether in plan and elevation or otherwise; by the reading of such drawings already prepared; by the use of squared paper to represent, *e.g.*, the rise and fall of the barometer, of the thermometer, of the average attendance in school, of the gas consumption, or of anything that changes definitely as time goes on; by the making

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of construction drawings for use in cardboard modelling, in dress cutting, etc.; and by the use of plan and elevation and of isometrical drawings in Woodwork.

It is not necessary that each and all of these applications of practical Geometry should be included in any one course, but proposals for any such course should make provision for the *practical application* of the subject matter in various directions and particularly in such forms as may be conveniently brought within the range of work in schools.

On the other hand, the syllabus of a course for the instruction of teachers in cardboard modelling or woodwork should always make provision for their instruction either as a *preliminary measure or concurrently in* the principles of practical geometry and geometrical drawing.

III. The work of classes for the instruction of teachers in Nature Knowledge or Elementary Science may best be conducted along two distinct lines, each of which may be regarded as complementary to the other. Nature Knowledge (*a*).

(*a*) The first requisite is a study of the elementary principles of physics and chemistry together with practice in the methods of accurate experimental investigation.

The programme of work suitable for such a course may best be gathered from a perusal of Circular 234*, which contains suggestions for science teaching in higher grade departments, and the syllabus of work for the first and second years given therein should be followed with such modifications as may be found necessary.

(*b*) The other and complementary course should be essentially a course of out-of-door studies having for its subject matter the meteorology, physical geography, geology, plant and animal life of a given district, studied not as separate subjects but in relation to each other. It may be convenient to make some one of these subjects, *e.g.*, the plant life of the district, the main subject of investigation, but its relation to the others should be kept in view, and the attention of the students should be directed as opportunity offers to significant facts irrespective of the particular branch of science which they illustrate. Each outdoor excursion should have a definite purpose, should be carefully planned beforehand, and careful notes should be made as to observations of facts and objects *in situ*.† These observations will furnish material for subsequent treatment in lectures and for practical exercises of various

* To be obtained on application to the Department.

† The interest of well-informed members of local Field Clubs and Natural History Societies should where possible be enlisted, and the formation of Field Clubs or Natural History Societies among the teachers themselves in districts where such Societies do not already exist might be expected as the natural outcome of some of these courses.

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kinds, and it may be necessary from time to time to devote special meetings of the class to the explanation of general principles of classification in botany or natural history or to other relative matters. But for this purpose the home reading of the students should be mainly relied on, and it will be an important part of the duties of the instructor both at these courses and the courses in physical science to direct the reading of the students, to examine them thereupon, and to prescribe home exercises of various kinds. It is obvious that work of the kind indicated under head (*b*) may be more conveniently taken in summer courses, while the exercises under head (*a*) may be practised in winter, but the two lines of study should be regarded as essentially complementary to each other, and need not be kept in rigid separation.

Other Courses.

IV. My Lords are also prepared to consider proposals for courses of a more special nature, *e.g.*, for the instruction of teachers in country districts in the principles of agriculture—to be held preferably at agricultural colleges—but They are of opinion that as a rule such special courses shall be preceded by instruction of a wider range such as that outlined for the two preceding courses of nature knowledge.

Proposals for the instruction of teachers in various branches of household economy (including cookery, laundry work, &c.), in courses of suitable physical exercises, or in military drill, or for the instruction of teachers in certain districts in navigation, will also be entertained. It should be understood, however, that no proposals for the instruction of teachers in any subject of practical instruction will be considered satisfactory which do not make provision either as a preliminary or concomitant for the sufficient explanation of any theoretical principles involved.

Object of the Courses.

V. The length of the course which may be required in any given subject and the value to be attached to attendance at such a course are matters to be determined by experience, and it may be found necessary in certain cases to require that attendance at a given course shall be supplemented by further instruction before such attendance can be regarded as a satisfactory preparation for teaching the relative subject in schools.

On the other hand, the special object of these classes must be kept clearly in view. They are intended to enable teachers who are already certificated, and who are either untrained, or have not had the benefit of suitable training during their course at the training college to perform efficiently certain duties of instruction laid upon them by the present Code. It follows that the instruction given, though thorough within its own sphere, must be largely of an elementary nature and of a kind analogous to what will subsequently be given by the teachers in their own schools. My Lords do not wish to lay down any hard-and-fast rules as to the extent to which the instruction so given

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should be carried, or as to the number of courses which a teacher may attend, but as a general rule it may be said that advanced instruction in art, or the special study of some branch of science such as may be required for a University degree, is no part of the work of these classes, and such instruction when desired must be obtained in classes conducted under the provisions of the Science and Art Directory or elsewhere, at the teacher's own expense.

The instruction in these classes must have constant reference to the methods of work to be adopted in the schools, and it is hoped that these references and the resulting discussion and interchange of opinion may not be without their influence both on the teaching of the subject in hand and in giving clearer views as to the object and methods of school work generally. To that end the method of study should be that of the *seminar*. That is to say, the members of the class should be regarded as a body of students pursuing some line of investigation in common under the leadership of a specially qualified person rather than as mere auditors of lectures.

RULES AS TO THE ISSUE AND AUTHENTICATION OF CERTIFICATES OF SATISFACTORY ATTENDANCE AND PROGRESS AT COURSES FOR TEACHERS CONDUCTED UNDER ARTICLE 91 (*d*) OF THE CODE.

1. A list of the Students on whose behalf the issue of a Certificate is authorised will be transmitted to the Managers with the report on each course, the merit * of each Student's work as adjudged by the Department being indicated thereon.

2. Before the Certificates are prepared, a specimen of the form which it is proposed to use must be forwarded for the approval of the Department. The general form the Certificate should take is shown below.

* In the case of *Drawing* Courses:—

"Those marked "excellent," "very good," or "good" will be regarded as provisionally qualified to earn grants for Drawing under Article 19 B. 4 of the Code, although in particular cases where the Inspector reports that such a step is necessary, continued recognition may be made conditional upon undergoing a further course of instruction of a similar nature. "Those marked "fair" can be recognised as qualified to give instruction in the subject only in special circumstances approved by the Inspector, and when the services of a better qualified teacher are not available." (*Extract from Form 21.T.*)

Subject to the fulfilment of satisfactory conditions as to the length and character of the courses attended, similar recognition is granted to successful students for *Woodwork*, and (under certain restrictions) for *Cookery and Laundry Work*.

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3. When the form of Certificate has been duly approved, the Certificates should be prepared, and signed in accordance with rule 4 (*g*) below. They should then be forwarded in parcels to the Department, and, after verification, will be stamped by the Department, and returned to the Managers for issue to the Students.

4 In preparing the draft of the Certificate the following points must be borne in mind:—

(*a.*) The Certificate should be convenient in form and size.

(*b.*) It should show the full official title of the Course, the Course number, the designation of the Managers, and the Session during which the Course was held.

(*c.*) It should show clearly the range of the instruction to which it relates. Accordingly, while the name of the subject only, *e.g.*, Nature Knowledge, need appear on the face of the Certificate, there should be printed on the back of it a syllabus or description of the actual subjects of study which are to be understood as embraced under the general title appearing on the face of the Certificate. Further, this syllabus or description should be that of the work *actually overtaken* by the Class, and not simply what was proposed to be done at the beginning of the Session.

(*d.*) It should bear the full name of the Student for whom it is granted, the name of the School in which he is serving, and his standing as a Teacher.

NOTE.—The use of abbreviated or pet names should be carefully avoided.

(*e.*) It should show the number of hours of instruction actually received by the Student, and the possible number for the full Course.

(*f.*) The merit of the Student's work as adjudged by the Department should be indicated.

(*g.*) The Certificate should be signed by the Instructor of the Class and by the Chairman or some other representative of the Managers especially deputed to do so.

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TRAINING OF TEACHERS.

REPORT *for the Year* 1904–05, *by* A. E. SCOUGAL, Esq., M.A., *His Majesty's Senior Chief Inspector of Schools and Inspector of Training Colleges in* SCOTLAND, *on the* TRAINING COLLEGES *and the* TRAINING *of* KING'S STUDENTS.

January 1906.

MY LORDS,

I have the honour to present to Your Lordships my second General Report on the Training of Teachers in Scotland.

My first Report was made under exceptional circumstances last year, when, owing to the lamented death of the late Dr. Stewart, I was suddenly called upon to undertake the duties of Inspector of Training Colleges. In that Report, therefore, I could speak from but very limited personal acquaintance with the work carried on in the various Institutions for the Training of Teachers. During the past session, however, I have paid regular visits to all the centres of Training, and have thus had opportunity of becoming well acquainted with their function, aims, organization, and working. It will accordingly be my endeavour in this Report to give such a conspectus of the work done by these Institutions as shall present a fairly full and complete account of how matters at present stand with regard to the Training of Teachers in Scotland.

Supply of teachers.

Of all educational problems which are under discussion at the present time there is none of more pressing importance than the question of the supply of properly qualified teachers. Within recent years this question has been receiving the serious consideration of Your Lordships, and the issue of the Minute of 30th January, 1905, providing for the establishment of Provincial Committees for the Training of Teachers, marks a most significant stage of development. That the existing institutions are only partially able to cope with present demands is generally recognized. Every year, from one cause or another, a large number of teachers retire from active service. An investigation made last year (*vide* Blue Book, 1904–05, p. 18) showed that this wastage might be set down, with approximate accuracy, at 600 per annum. Further, the increase of school attendance due to growth of population and to the effects of the Education Act of 1901 must be met. In 1904–05, this increase amounted to 12,980, necessitating a corresponding addition of about 300 to the teaching staff. Again, Supplementary Courses have increased the demand, owing to the more liberal staffing arrangements required for their satisfactory working; and there is, in addition, an ever-rising demand for specially qualified teachers for Higher Grade Departments and Schools.

Estimate of required increase in supply.

The average annual increase in the total number of Certificated Teachers employed in Scotland during the last five years has been, approximately, 500; and if to that number there be added the estimated annual wastage of 600, it will be seen that the yearly increment of certificated teachers required to keep the

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supply fairly abreast of the demand is not less than 1,100. At present the Training Colleges are able to supply 660 teachers annually, and the King's Students' Centres from 70 to 80. The existing annual supply of trained teachers may therefore be placed at 740, leaving 360 places still to be accounted for. This deficiency is made up from the ranks of Acting Teachers, who, without undergoing any special professional training, have qualified themselves under Art. 79 of the Code, and whilst employed as assistant teachers have continued their studies privately and succeeded in passing the two examinations requisite for gaining the Parchment Certificate. The important benefits of a systematic course of training are, however, universally recognized, and there is a growing opinion that such training should be made obligatory upon all candidates who wish to qualify as certificated teachers. But this cannot be done without a considerable extension of the facilities for the training of teachers.

Teachers for Higher Grade Schools.

A further special problem is that of increasing the supply of more highly qualified teachers to meet the demand occasioned by the rapid growth in the number of Higher Grade Schools and Departments.

The new Provincial Committees.

These questions will fall to be considered by the recently established Provincial Committees for the Training of Teachers. The great majority of the existing Training Institutions will, it may be hoped, shortly be transferred to these Committees; and the new Committees will be in a position to deal with such problems from a wider point of view, and all the more effectively, by reason of the more thorough organization of the training when this is placed under one authority instead of under separate bodies of management. It is also of considerable interest to note that when the transferences are completed, the Training Colleges, which are at present under the control of the various churches in Scotland, will at last become genuinely national institutions.

Training Colleges. Sixty years' work.

The Training Colleges have for the past sixty years done signal service to the cause of Education in Scotland. During the greater part of that time they were the only institutions for the systematic training of teachers in the practical work of their profession; and year by year they have sent forth relays of students who, as the teachers of our schools, have contributed in no small degree to the welfare and progress of the nation. To the Churches is due the warmest recognition of the enlightenment, large-mindedness, zeal, and efficiency with which they have carried on this really national work from its initiation to the present time.

Brief history of the Scottish Training Colleges.

In view of the important changes which are impending, it may not be out of place here to recall, though very briefly, a few of the more salient facts in the history of our Scottish Training Colleges, in order to give some indication of the extent and the direction of their development.

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Origin of the Normal School Movement.

Dr. Gordon, in a report on the Glasgow Church of Scotland Training College for the year 1856, gives a succinct account of the origin of the Training School movement in Scotland. The germ of the Normal School System is to be found, he says, in a practice begun in 1826 by the Education Committee of the Church of Scotland. In that year that Committee adopted the plan of sending to the Sessional School of the Tron Church, Edinburgh, the teachers whom it proposed to appoint to masterships in the Highland Schools under its control. In that school, which then enjoyed a considerable reputation as a "model" school, these teachers-elect were to acquaint themselves with the most approved methods of tuition. The number of them in attendance at any one time rarely exceeded half-a-dozen, and their training seldom extended over more than two or three months. Until the year 1834 this was the only provision in Scotland for the practical training of schoolmasters. In that year a society called *The Glasgow Educational Association* founded the Normal College at Dundas Vale, Glasgow. Their object was to educate young persons of both sexes for the teacher's office. The education provided was not confined to instruction in method, but was also such as to extend the students' knowledge in the branches usually taught in elementary schools. The teachers thus prepared were not specially intended for a particular class of school, but were to be left free to take appointments in any school and in any part of the country. This college was the first regular institution of the Normal kind established in Scotland; and, after having come under the control of the Church of Scotland, it was in 1840 recognized by the Education Department as a Training College.

Glasgow C.S. College.

Edinburgh Colleges and Glasgow U.F.C. College.

Six years later the Edinburgh Church of Scotland Training College was recognized by the Education Department; and in 1848 two similar institutions were established, in Edinburgh and in Glasgow, by the Free Church. At all of these centres students of both sexes were admitted for training; and from a statement in the Blue Book Report of 1855 it appears that the total aggregate number of students during the nine years from December, 1846, to April, 1855, was:—Edinburgh, Church of Scotland, 895; Free Church, 501: Glasgow, Church of Scotland, 345; Free Church, 452: in all 2,193. The students then very rarely remained in training for more than a year, and the majority were appointed to schools without their having gone forward to the Certificate Examination. It is of interest, however, to note that even at this early period of their history these training institutions were able to receive and train so many as 240 students annually.

Denominational Management.

It is not a matter of surprise that this work should have been so heartily espoused by the Presbyterian Churches. Until the passing of the Education Act in 1872 the school supply of Scotland was largely under denominational control. In addition to the Parochial Schools, there were the schools directly under the management of the General Assembly of the Church of

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Scotland, and also those under the Free, the Episcopal, and the Roman Catholic Churches. It was therefore quite in keeping with the whole system of education at that time that the various Churches should establish seminaries of training to supply the teaching staff necessary for their schools.

Episcopal College.

In 1855 an institution for the training of male teachers was organized in Edinburgh by the Episcopal Church, and in that year eleven students were received into training. Considerable difficulty was, however, experienced in obtaining a sufficient number of men students, and after twelve years the Managers decided to transform the institution into a Training College for women teachers. Ten years later, in 1877, this College was removed to more commodious premises at Dalry House, where it has been carried on up to the present time.

Aberdeen Colleges.

Shortly after the passing of the Education (Scotland) Act in 1872 two additional Colleges for female students were established in Aberdeen. The Aberdeen Church of Scotland Training College was opened in 1874, and the Free Church Training College in 1875. It was not until the year 1887 that these Colleges received male students into training. The latest addition to the number of the church training institutions was the Roman Catholic Training College at Dowanhill, Glasgow, which was opened in 1885 for the training of female students.

Glasgow R.C. College.

Increase of Students.

During the "seventies" the number of students yearly in training increased from 729 in 1872, to 1039 in 1878. It was then, however, considered that, taking into account the other channels by which candidates were admitted to the profession, the supply was greater than the demand. The Department accordingly limited the number of Training College students to 860, and this figure remained the limit until 1894, when it was temporarily raised to 945. For several years after this date there were fluctuations in the number of recognized students. Both in 1898 and in 1900 it was found expedient to increase the number admitted. In the present year the eight Colleges are recognized for 1,412 students.

Introduction of University Training.

Before passing from this brief account of the Training Colleges mention may be made of several important developments which have occurred during the period under review. From the earliest years of the existence of these Colleges there has been manifested a desire to combine attendance at the University with the ordinary Training College course. Again and again was expression given to this desire in the earlier Blue Book Reports, and at length in 1873 the requisite sanction was granted by the Department. Availing themselves of this permission, the Training College authorities began to send the better qualified of their students to University classes. Combination of University attendance with Training College work has since then steadily increased. At first this privilege could be granted only to male students, but after the Universities had opened their gates to women, it was granted to female students also. An idea of the extent

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to which this practice now prevails may be derived from last year's figures. Out of 346 male students in training, 276, or 79 per cent. of the whole, and out of 1,036 female students, 160, or 15 per cent. of the whole, attended University Classes. Thus, of the 1,382 students of both sexes in training during the past year, 436, or 31 per cent. of the whole, were University Students. These statistics indicate, moreover, a noteworthy rise in the attainments of the candidates for admission to Training Colleges.

Course of Training extended to three years in approved cases.

A further development followed as a natural consequence of this University attendance. Two years' training, while satisfactorily sufficient for the non-University student, was felt to be too brief for the combined work of the University and the Training College. Accordingly in 1889 permission was granted to extend the training to a third year in the case of those University students who had acquitted themselves with some distinction in the two previous years. The advantage taken of this privilege has grown from year to year, and many students have thus been able to graduate before beginning their duties as teachers.

Results from Circular 329.

The past four years have witnessed other notable developments in the work of these institutions. In response to Circular 329, many modifications in organization, curriculum, and method have been introduced with the view of bringing the training of teachers into line with modern ideas. The introduction of Nature-study into the ordinary school curriculum; the adoption of fresh methods in the teaching of Practical Science and Drawing; the awakened interest in Physical Training; the increasing popularity of instruction in Manual Work, have all called for corresponding changes in the teachers' course of training. The Colleges have responded most loyally. On the occasion of my first visit to them I was very favourably impressed by the earnestness, intelligence, and resource with which the training was conducted, and subsequent visits have but deepened that impression.

Improvement in Science Teaching.

Perhaps in no branch of the work has reform been more conspicuous than in the teaching of Science. Until 1900 the instruction in this branch had been chiefly theoretical, and imparted by lecture and demonstration. It was felt, however, that training of a much more practical kind was urgently necessary, if teachers were to be properly qualified to undertake successfully the Nature-study and experimental Science teaching now demanded in the ordinary schools. But this change required the provision of laboratories for physical and chemical work on a larger and much more complete scale than formerly. All the Colleges have very successfully grappled with this initial difficulty, adding, in several cases, handsome and commodious extensions to their premises. The majority of these recently furnished laboratories are eminently suitable for their purpose. Experience of the use of them has shown that the benefits derived

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from the careful training of the observational faculty, which is so actively exercised in scientific work, have appreciably raised the quality of the work in other branches.

Improvement in other subjects of Training.

In several of the Colleges, Manual Workshops for the male students have been provided and a suitable course of training in Manual Work for female students has likewise been introduced. The instruction in Drawing has been remodelled so as to render it a more fitting preparation for teaching the subject in accordance with present requirements. Practical courses in Botany and Zoology have been universally introduced in preparation for the Nature-study instruction which now forms an essential part of the school curriculum. Physical Training and Hygiene are receiving increased attention. Indeed, a pleasing activity and an enlightened spirit of reform are noticeable in connection with all the branches of the students' training. In the light of this experience there is little room for doubt that the policy of abolishing the Certificate Examination test and substituting for it inspection by special examiners has originated and fostered a steady upward movement.

For a more detailed account of the work done in the various subjects of training during the past year, I beg leave to refer Your Lordships to Section I. of the subsequent part of this General Report, where the respective reports of the special Examiners are separately treated.

Staff.

Few changes of staff have been made during the past session. Mr. T. M. Morrison, who, after the resignation of Mr. Alison, acted as interim-Principal of the Glasgow United Free Church Training College with much acceptance and marked ability, has recently been permanently appointed to the Principalship. The staffs of various Colleges have been strengthened by the appointment of additional lecturers, particularly in connection with recent developments in the study of Hygiene, the arrangements for which have this year been put on a more satisfactory footing.

Accommodation.

During the year the following structural additions and improvements have been made. The Boarding House accommodation at the Edinburgh United Free Church College has been increased by the acquisition of an adjoining house in St. John Street. This has been most satisfactorily renovated, fitted up, and furnished, and provides additional accommodation for twenty students. At the Glasgow Roman Catholic College additional dormitory accommodation has been supplied, and note may also be made of the handsome and spacious new Practising School which is in process of erection at that institution. A Chemical Laboratory has been fitted up at the Glasgow United Free Church College. Several structural alterations have been made in the buildings of the Glasgow Church of Scotland College, providing Common Room and Cloak Room accommodation for the female students, as well as a larger hall for Drill.

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The four Centres for the training of King's Students, under Local Committees at Aberdeen, St. Andrews, Dundee, and Glasgow, are yearly extending their work. Last year there were 261 King's Students in training, as compared with 193 in the previous year. The increase is mainly due to the Glasgow centre, which, in this the second year of its existence, admitted 62 first year students without losing any of those previously in training. The King's Students correspond in many respects to the Training College University Students. All have passed the University Preliminary Examination before admission to training, and they attend the University classes for most of their studies. Independent provision, however, has to be made for their training and practice in School methods, as well as for their instruction in certain non-University subjects which are now recognized as essential for the equipment of the day-school teacher. The more important of these are Phonetics, Drawing, Singing, Physical Training, and, for women, Needlework and Cookery. One great want experienced at all the four Centres is the lack of a "home" building where the non-University subjects could be taught, and where the students could be boarded. At present class-rooms in the University or in schools are utilized, at considerable inconvenience both to the staff and to the students. For the use of the King's Students at Dundee a very completely equipped kitchen for instruction in Cookery has been provided; and the splendid Fleming Drill Hall, replete with every kind of gymnastic apparatus, which has been recently gifted to the University College, is also at their disposal for instruction in Gymnastics and Drill. King's Students.

The remaining portion of this report is, for convenience of reference, divided into four sections. In Section I. the training during the past session in non-University subjects is considered in the light of the interesting and suggestive reports of the special Examiners in these subjects: Section II. is concerned with the subjects taken at the University: Sections III. and IV. deal, respectively, with the papers worked at the King's Scholarship and at the Certificate Examinations.

Section I.

Non-University Subjects.

Theory of Education and Practical Training.

These two branches of Education have been placed under my own direct supervision, and it has been my endeavour in my visits to the respective Colleges to become acquainted with the scope and extent of the training, the methods pursued, and the quality of the general results. In connection with the purely theoretical part of the subject I have taken the opportunity, whenever possible, of being present at one of the lectures in each College. I have been led to form a high opinion of the ability, skill, and Principles of Education.

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devotion of the various lecturers. Several of the syllabuses of instruction have recently been modified, and all of them now provide for a fairly full and satisfactory treatment of Psychology, Logic, and Ethics in so far as these are necessary for a proper understanding of the principles of Education. Child-study is receiving increased attention, and in several of the Colleges opportunities are provided for observational work with individual children. An interesting series of observations, for example, is carried on by the students at the Glasgow Church of Scotland College, in connection with their study of Psychology. Under the supervision of the Principal the students subject groups of pupils to a number of tests, note the results, and from the data obtained draw the probable inferences. The tests include:—Judging weights; testing sensitiveness of touch of finger tips; judging distance and apparent size; judging pitch relations; memory quickness and tenacity; alertness of reaction; mental arithmetic, special note being taken of the pupils who first show a falling off in keenness. Such investigations are worthy of encouragement. They stimulate interest in and sympathy with individual children. Young teachers are apt to regard their classes "in the mass" and are often blind to special difficulties experienced by individual pupils who are, perhaps, seriously handicapped by physical defects of which the teachers have no knowledge. Personal observation of individual children is therefore of much practical benefit. More correct ideas of the varying capabilities of children are formed and discrimination of treatment is fostered. The study of Hygiene on the lines recommended by Dr. Leslie Mackenzie, the special Visiting Inspector for that subject, has an important bearing in this connection, and it is confidently hoped that the practice of directing the students' observation to examples in the schoolroom illustrative of the close inter-dependence of bodily and mental health will bear fruit in their future work in school.

Practical Training.

I am glad that I can report very favourably on the general quality of the Practical Training. I have made a point of being present at discussions of method and at criticism lessons in all the Colleges and Centres, and have thus been able to note the intelligence, the zeal, and the general success with which this work is conducted. There is no doubt, when all is said, that training to teach is the primary and special function of these institutions. The importance and place of this practical work are duly recognized in all the Training Colleges and in three of the King's Students' Centres. At Aberdeen, however, the whole of the practical training of the King's Students is confined to the summer session, and I am doubtful whether such an arrangement is calculated to ensure the highest efficiency. For a subject of less vital importance I should hesitate to increase the demands on the time of the students during the winter session, when University work presses heavily upon them; but place should, I think, be found in the winter session for at least one hour weekly which could be

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devoted to systematic discussion of methods, combined with practice through criticism lessons or otherwise. The additional practice in teaching and the purely observational work of the course might, if deemed necessary, remain to be taken up in the summer session as at present. By some re-adjustment of the time-table the recommended change might be effected without increasing the winter work of the students. The recently appointed Committee for the Training of Teachers, upon whom now devolves the charge of the King's Students, will no doubt be able to make a satisfactory arrangement in this matter.

School Methods.

The study of the best school methods forms an intrinsic part of the course of practical training. There is in some of the centres, however, a tendency to limit this section of the work to more or less formal disquisitions delivered by the lecturer. This tendency should be checked, and the method adopted should rather be that of investigation and discussion with and by the students. It is pleasing to note that modern developments of method are receiving increasing attention.

Criticism Lesson.

The Criticism Lesson justly maintains its prominence as a valuable and effective means of training. The students who are selected to give the lessons have a strong incentive to put forth their best efforts in the presence of their fellow-students. These latter, in their capacity as critics, require to be on the alert to compare the rapidly progressing lesson with their own ideals, to note weak points, to recognize violations of principles, to detect faulty methods, or, on the other hand, to note and appreciate points of particular merit in the teaching. The probability of being called upon to criticize the lesson places the students under the necessity of marshalling their ideas in order that they may be able to give them fitting expression. This exercise tends, accordingly, to make the students more ready and resourceful, and it quickens the recall of former conclusions arrived at in their discussions of method and impresses these with special force. It should, however, not be forgotten that much of the intellectual benefit is lost when the students are called upon merely to read their written criticisms.

Additional Practice Teaching.

But the skill of the student-teacher is not completely tested by this exercise. The class of pupils under instruction is placed for the time in an unusual environment differing entirely from that of the ordinary class room. Frequently, too, only a small section of a class is utilized, and the student has little occasion to prove his power of keeping a large class attentive and busy. Additional practice lessons, therefore, are needed, given, as far as possible, under ordinary school conditions. In connection with this additional practice an interesting new departure has been made at the Glasgow Roman Catholic College. At the beginning of the summer session the second year students were distributed for a week

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among five schools. Each student was attached to one class for the week, and had to prepare and teach courses of lessons fitting in with the Time Table work of the school. The arrangements made for the supervision of this work, for the due preparation of the students, for the noting of merits and faults, and for the discussion of points of method arising out of the school experience were of a very complete kind, and the results of the experiment have been beneficial in many ways.

Oral Description.

More attention is now being given to the training of the students in the power of graphic oral description and narration. The great importance attached of late years to the practice of oral composition in the schools renders it incumbent on the teacher to be a good *raconteur*. Practice in telling stories to a class, in describing historical events and incidents with, where appropriate, something of dramatic vividness, and in giving graphic word pictures has accordingly been provided for in several of the Colleges, and notably in the Glasgow United Free Church College. This is as it should be. We cannot expect the pupils to excel in this branch where the teacher has not realized the urgent necessity of furnishing in his own narrations a good model as regards both language and delivery.

Notes of Lessons.

I was much impressed by the clear, logically arranged, and serviceable Teaching Notes which had been prepared by the students of the Glasgow Roman Catholic College in connection with their teaching practice. There may be room for diversity of opinion regarding the precise utility of Notes of Lessons in the case of the adult teacher engaged at his daily occupation, but there is no question as to their "training value" in the case of students studying the art of teaching. It is not desired that these notes should descend to minute detail, but they should, as a minimum, present a graphic outline of the contents of the lesson and of the line of procedure, and should show that thought and care have been expended upon their preparation.

Black-board Illustration.

During the past year at two of the Colleges a definite place in the scheme of training has been given to systematic practice in the art of black-board illustration. A certain lesson is prescribed, and the students are called upon to make the black-board illustrations they would propose to use in the teaching of it. The Art Master and the Master of Method collaborate in the assessment of the merit of these sketches. It would be difficult to over-estimate the value of a certain amount of such practice. The benefit lies chiefly in calling attention by a few well-chosen exercises to the possibilities and the limits of this kind of graphic representation as an aid to teaching. But when this has been done, and the importance of such aid is duly realized, the main purpose of the co-ordination of Drawing with the teaching has been achieved; and further practice in the mere technic of the drawing may properly be relegated to the Art room.

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The collaboration just mentioned is a noteworthy example of that spirit of co-ordination which is becoming increasingly evident in the conduct of the work of these institutions. To a much greater extent than formerly, the various lecturers now take an active part in the practical training connected with their respective subjects. Not only do they co-operate with the master of method and render expert assistance at the criticism lessons, but they also frame and conduct their own courses of instruction with careful consideration of the needs of students who are preparing to be teachers. In several of the Colleges treatment of the details of method in his own special subject is now looked upon as forming an essential part of each lecturer's regular work. Where such an arrangement exists the benefit is two-fold; for, as the lecturer feels bound to exemplify in his own work the pedagogic method that he recommends, the students reap the double advantage of having the subject matter presented to them in clear, vivid, and stimulating fashion and, at the same time, of witnessing a good model of teaching.

Co-operation of Lecturers.

ENGLISH.

Dr. Dunn has again furnished a very full and suggestive report on the present condition of the study of English in the Training Colleges and Centres, and it is gratifying to note the very high estimate he has formed of the advance which has been made within recent years in the quality and efficiency of the instruction. The dominant characteristics of the teaching are still, in his opinion, competence rather than outstanding ability, and conscientiousness rather than enthusiasm; but the bracing effect of the increased responsibility imposed on the teaching staffs by the new system is making itself felt, and the work of the students bears the impress of stronger intellectual endeavour. The examination papers have been uniformly and consistently assessed, and the estimate formed by the Training College Authorities of the attainments and performance of the students may be accepted with confidence. There is substantial agreement with regard to the materials of study. Plays of Shakespeare, Essays by Macaulay, Addison, Carlyle, Lamb, etc., appear with constant regularity. Whilst finding no fault with the general selection made for class-study in the respective centres, Dr. Dunn thinks that a tendency towards sameness has not always been successfully avoided, and he suggests that a "larger concession to modernity might sometimes advantageously be made." He is thoroughly convinced of the importance and value of a personal visit to the classes whilst at their work; and, although he has been able to accomplish this only to a limited extent in the past session, his experience has led him to the conclusion that such visits are not only interesting and instructive to the examiner, but also stimulative and encouraging to the students. Concerning the question of closer correlation among the branches of the subject he reports:—

"An endeavour should be made to give a greater effect to the organic inter-dependence, to the solidarity, of the several elements of English. These elements must, of course, with a view to clearness, precision, and

Organic connection of the various branches.

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logical sequence be separately taught; but a stage arrives when a rigid demarcation is undesirable, and when, as it were, the separate rays should converge to a focus. One would like to see, for example, the study of the texts brought into closer relation to the principles of composition in the wide sense of the term, to the practice of Composition not only in a written form but also by means of detailed oral explanation and paraphrasing, to expressive reading and elocutionary effort. And, as Composition (or Rhetoric in the honourable and technical sense of the term) and poetry perpetually involve psychology, it is desirable that the psychological aim and motive should be brought prominently into view in the critical analysis of any piece of literature. It may, indeed, be said that psychology is to imaginative literature what harmony is to music; and the study, for example, of a play of Shakespeare is manifestly incomplete without a close and continuous investigation of the psychological elements which form the character of the *dramatis personæ*. I know of only one college, the Glasgow Roman Catholic, in which this aspect of the drama receives adequate recognition. As the study of the play proceeds every point indicative of character is carefully noted down, and these several points are finally combined in such a way as to form a coherent whole.

"In some colleges also it is desirable, for the same unifying purpose, to connect the home-reading more closely with the class-work. Nothing can be easier or more useful; narration, analysis of character, criticism of style, all find occasion and scope in relation to the literature prescribed for study at home; the materials and germinating ideas are supplied; and it is surprising that in certain colleges essays on general subjects have been regularly prescribed in preference."

Grammar. An endeavour is being made to place the study of grammar upon a scientific footing. Mechanical processes have disappeared and a rational system of grammatical analysis has been established upon the basis of Historical English Grammar. As a rule, illustrative materials are drawn from portions of Chaucer's poems. In view, however, of the aim contemplated, it is suggested that it would be more useful to study a series of extracts illustrating the successive phases of English speech in Old English and Middle English, and the value of a study of Early Scottish texts is mentioned in the same connection. But, to render this study thoroughly successful, an elementary acquaintance with Phonetics is indispensable for the true explanation of variations of sonantic and consonantic sounds. Word-building does not appear to receive its due share of attention, particularly as regards the prefixes and suffixes of Anglo-Saxon, or, rather, of Germanic origin.

Composition. A distinct advance is noticeable in the treatment of Composition. A wider conception of the meaning of the term has now been formed, and the subject is treated from a theoretical as well as from a practical point of view. In several of the colleges a particular literary epoch is studied for a critical exposition of the general principles laid down; and in this way the subject of composition is brought into organic relation to literature. Dr. Dunn proceeds to say:—

"In most of the colleges the composition of the students is respectable, exhibiting, however, rather a good acquaintance with the materials of instruction than literary skill and style in their presentation. The Glasgow United Free Church Training College and the Roman Catholic College stand on a higher platform, and not a few of the essays, etc., show a considerable amount of literary aspiration—the reflection of the lecturers'

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culture and critical taste. I am inclined to say generally that the students' productions show a predominant preference of matter to form, which may be regarded as a racial characteristic strongly contrasting with the Celtic love of art for its own sake.

"This is to be regarded as a defect; for imitation and appreciation of literary form go hand in hand. Refined literary expression demands, however, elevation of thought, without which form and matter present a grotesque contrast; and I am distinctly of opinion that the neglect of paraphrasing is having a prejudicial effect. The reproduction in a refined prose style of an elevated idea or sentiment expressed in poetry is one of the most useful exercises that can be prescribed, bringing into play the critical conceptions which have been derived from theoretical instruction."

Dr. Dunn advocates the occasional practice of verse composition and increased attention to oral composition. He also commends the value of the periodical debates which have been instituted at several of the colleges, and suggests their general adoption.

English Literature.

In most of the colleges a particular epoch in English Literature is studied to good purpose. In general, it may be said that a mere compendium of facts and citation of names and works, with relative criticism, are avoided. This department of English study, it would appear, brings into play the best talent of the lecturers, and the results are correspondingly satisfactory.

History.

The teaching of History has now been rendered uniform and receives scientific treatment. Two main aspects of the subject are commonly studied: first, the development of European civilization and, second, the development of British institutions of government. In some colleges these are combined, in others the one or the other bulks more largely. The work done is eminently successful.

Home Reading.

The requirement in Home Reading is thoroughly well met, the books selected being all representative of good literature. The works of fiction which are chosen are of high character, and the poetry is, as a rule, more modern than that studied in class. The suggestion in Circular 329 that one of the books selected should be a standard work on History is now more consistently recognized than formerly, preference being given, as a rule, to one or other of Macaulay's historical essays. In some of the colleges the choice of the books for home reading is determined by a *plébiscite* of the class, subject to ratification by the lecturer.

Latin

Two classes are generally organized for Latin, the one for those students who have already acquired a considerable knowledge of Latin, the other for those who begin Latin at college. The latter class, except in the Aberdeen colleges, is the more numerously represented. In view of the scope and purpose of the study as defined in Circular 329 the results of the instruction are very satisfactory. The usual procedure is to study an elementary reading-book, such as Sonnenschein's *Ora Maritima*, with constant collateral reference to the English vocabulary. Modern methods are steadily pursued, and with marked success in the

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Glasgow Roman Catholic College and the Edinburgh Episcopal College. Anomalies and irregularities of inflexion and construction are naturally avoided, but the knowledge acquired is both accurate and complete so far as it goes. The necessary grammar is to a large extent evolved from the reading. Dr. Dunn comments on the great value of this study, especially for the female students, and he would strongly deprecate its supersession or attenuation.

Mathematics.

The Reports on the various Centres by Messrs. Philip and Fraser, the visiting examiners, indicate steady progress and development. The lecturers have formed an intelligent conception of the aim and purpose of the mathematical course. The syllabuses are framed in accordance with the more modern ideas as to method, and are to be commended alike for the arrangement and the amount of the material to be studied. In several reports the sub-division of the students into comparatively small classes for instruction in this subject is noted with the heartiest approbation. As a rule, there are three grades of advancement in each college or centre. The students of the first year are placed in the lower or in the intermediate class, while those of the second year are grouped for instruction either in the intermediate or in the higher class. By such an arrangement students already possessed of fair attainments in mathematics on their admission to training are allowed to join the intermediate grade, and are in consequence enabled to prosecute their mathematical studies to a relatively more advanced stage than would have been possible had the grading of the classes been simply by the year of training. Attention is successfully paid to the best methods of teaching the subject to children. A well-merited eulogium regarding the excellence of the results on this side of the study is passed on the Roman Catholic Training College at Glasgow.

Science and Geography.

Mr. Young, H.M.I., who has been recently entrusted with the supervision of the work done in Science and in Geography at the Training Colleges, furnishes a most interesting and useful account of the condition of the training in these subjects. Improvement in methods of work is everywhere evident, and the character of the instruction has been appreciably raised. It is important to note that an increasing number of students now enter the Training Colleges more or less equipped with a Science training received at a Higher Grade School or at a Pupil Teacher Institute. Mr. Young discusses the question of the special arrangements advisable for such students, and indicates the lines upon which an extension of their course of study could most profitably be made. His report is so suggestive that I append it *in extenso*:—

Experimental Science.

"The laboratory work in Experimental Science continues to be very effectively conducted. In the main the lessons consist of practical exercises in Elementary Hydrostatics, Heat, and Chemistry; but in two of

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the colleges experiments in Elementary Dynamics and Optics have also been effectively introduced.

"Throughout the different courses of instruction excellent practice has been afforded to the students in the methods of exact measurement of lengths, volumes, and weights. The experience gained during past sessions by the teachers has led to the introduction of many improvements in methods of work, which have raised the character of the instruction and made it increasingly useful to the students. A logical sequence in the experiments is followed in every case, and frequent discussion maintains the continuity of the studies, and checks the results and general conclusions arrived at.

"Taken as a whole, the students' note-books are now a very satisfactory feature of the work. Considerable attention is given to the style of record and to the proper tabulation of results. With the introduction of Experimental Science teaching into Higher Grade Schools and Pupil Teacher Institutes, students are now coming forward to the Training Colleges with a more or less intimate acquaintance with the practical work hitherto overtaken therein. The nature of these studies renders it undesirable, except in the case of a few of the students, that any large portion of the ground already covered should be again traversed. In two or three of the colleges arrangements have been made to meet the additional requirements of well prepared students either by setting more difficult exercises on subjects within the scope of the approved scheme, or by forming a section of a class with a more advanced course of study. The number of students coming forward with a sound preparatory training may reasonably be expected to increase, and this should admit of some general extension of the courses of study within the Training Colleges. This is much to be desired. It would allow that broadening and deepening of the practical science work which is essential to give teachers that knowledge and confidence in the class-room and in the field, which will make nature study effective as a factor in the education of school children. A more advanced course might with advantage include further practical studies in the chemistry of everyday life. Some of the common organic bodies should be investigated, as well as the chemical relations existing between the inorganic world and the vegetable and animal kingdoms. This would naturally lead to a few elementary studies on the physiology of plants and animals, which would serve to connect more intimately the lessons in Physics and Chemistry with those in Botany and Zoology.

"The introduction more generally of exercises in Light might be made the basis of a study of the optical character of the eye, and the use of lenses in correcting defects in vision. Sound might also have simple experimental treatment in relation to hearing and the production of voice. These subjects would doubtless prove very serviceable to teachers in the recognition of defects of sight and hearing on the part of their pupils.

"During the summer session the subject of Botany is taken by the students of the first year, and Zoology in the second year, in all the colleges except the Edinburgh Episcopal and the Glasgow Roman Catholic, in which a more advanced course in Botany is continued with advantage. In all the classes the work is mainly observational in nature; and, considering the very limited time given to the subjects, a great deal of valuable instruction is given in the methods of Nature Study. Two or three scientific expeditions in each session are important and interesting features in every course, which in future may be expected to develop into a systematic regional survey, in which the instruction in Geography, Botany, and Zoology would unite. Drawing of Nature forms in the Art room has led to greatly improved representation of observations in the note books of the students. Three or four years ago the diagrams were as a rule crude and unserviceable: now they are very generally correct and effective. In the case of the two colleges providing instruction in Botany only, the Science lecturers and the Art teachers have combined botanical

Natural Science.

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instruction and drawing exercises in a most praiseworthy manner. In this way it has been rendered possible for the students to make a series of excellent drawing studies in the development of leaf buds, the germination of the different kinds of seeds, the growth of seedlings, and the like. Work of this kind is invaluable as a preparation for the Elementary School.

"The study of Geography has now assumed good sound practical line in the colleges. Provision is made for lessons in the construction of a map. Commonly a part of the district is surveyed in a simple fashion with prismatic compass, plane table, and chain. From the data obtained a plan is afterwards carefully drawn out in the class room. Exercises are set on the interpretation and use of survey maps. The signs and general principles are studied. Distances are stepped with compasses, sections across country are plotted from contour lines, and in some cases really good relief models in clay or in cardboard have been constructed from contoured maps.

"The amount of lecturing has been reduced. It is now mainly confined to the discussion of a few of the physical aspects of the subject, the chief methods of map projection, and the best methods of teaching Geography in schools."

French.

The progress made in the study of French within recent years has been well maintained during the past session. Several changes have been made in the organization of the classes in three of the colleges; and the present arrangements are now highly satisfactory, the students in every case being grouped together for instruction according to attainment. The class teaching is also supplemented by tutorial work in reading, recitation, and conversation conducted by young French Assistants, who, in some cases, exhibit marked ability. Monsieur Martin reports:—

"As to the actual work done in the classes, it now aims at imparting to the students an effective and thorough knowledge of the language. Not only are the classes mostly conducted in French, but both teacher and taught endeavour to work in a French atmosphere. With that object in view, I beg to recommend the singing of French songs, the recitation or the expressive reading by the French Assistant or Teacher of striking passages of prose and verse, the decoration of the room with French maps and selected pictures, and correspondence with French Students, as interesting and valuable helps."

The remaining part of Monsieur Martin's report contains valuable suggestions to the lecturers on points of method. Knowledge of grammar should be obtained from actual observation of passages read. While recognizing the pedagogical value of translation into English, he deprecates the practice of too much construing, as having a tendency to prevent concentration of attention on the structure and content of the French text. He warmly recommends the practice of writing in French original narratives and essays. Such exercises are, in his opinion, those best calculated to form a sound, correct, and fluent style of composition.

Concerning the oral work he adds:—

"It is gratifying to find that as a result of careful attention to phonetics, the students are almost uniformly well grounded in the pronunciation of the vowel sounds; but there is still considerable room for improvement in point of pure and distinct enunciation. There is also much room for improvement in the correct articulation of consonants, too little distinction

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being still made between the voiced and the unvoiced. It should be borne in mind that the French voiced consonants are usually more sonorous and prolonged than the English."

In connection with the French *liaison* he advocates the recitation of poems or prose passages as the best means of attaining fluency and accuracy in diction. He also urges the desirability of fostering the habit of private reading. One college has formed a college library of French books, and other two subscribe to various French magazines and journals, for the use of their students.

German.

There is again during the past session a slight decrease in the number of Training College Students studying German. This decrease is regretted by Dr. Schlapp in his report on the condition of the study of German in these institutions. He is glad to observe, however, indications of a revival of interest in this study among King's Students and in Article 91 *(d)* classes for Teachers. He reports that the state of the instruction is very similar to what he found it to be in the previous session. The following is a summary of the principal *desiderata* mentioned in Dr. Schlapp's reports on the individual Colleges. More attention should be given to German script, to modern spelling, and to articulate enunciation; the use of the phonograph as an aid to correct pronunciation and delivery should be extended; German reading should be increased in amount, and the selections should show greater variety; practice in conversation should be extended; German maps and pictures should be supplied; the formation of class libraries should be encouraged; and the attention of the students should be directed to the best methods of teaching Elementary German, as well as to the apparatus most suitable for this purpose.

Phonetics.

Professor Wyld, in his report on the teaching of Phonetics in the various Colleges and King's Students' Centres for the past session, comments very favourably on the general standard of work attained in this subject. A marked improvement has taken place in nearly all the centres, both as regards the structure and scope of the various courses of instruction, and also as regards the interest shown by the students. He attributes the improvement to various causes. The lecturers are gaining experience in this, to them, new branch. In several of the centres the Time-Table has been re-arranged so as to allow a more reasonable amount of time for the study of the subject. It is also becoming increasingly apparent that teachers and students alike are recognizing to a much greater extent than formerly the intrinsic interest and the importance of the study of Phonetics. The past year has witnessed an important development, in most of the centres, in the application of this study to Historical English Grammar and the General Principles of the History of Language. This extension of the study has been

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productive of much good. In Professor Wyld's own words "the widening of linguistic teaching in the way mentioned has had a most beneficial effect upon the students, wherever it has been tried, in stimulating their interest, enlarging their ideas, and giving them sound views upon the development of their own language." I have much sympathy for the claim he makes in his chief general recommendation, "that, so far as possible the Phonetic Course should be spread over the whole of two years, and not dealt with in one session of each year, as is the case in some centres." Managers would do well to consider whether this arrangement cannot be carried out. At the same time it must not be forgotten that an increase in the amount of time given to any particular subject generally implies a reduction of the time given to some other subject; or there is an increase of the demands made upon the students, which involves the danger of over-pressure.

Drawing and Manual Instruction.

Within recent years the whole course of instruction in Drawing has been remodelled in accordance with modern conceptions and methods. Mr. Ewen, who has, in his capacity as special examiner, been supervising and directing these changes and improvements, furnishes a most interesting and lucid account of the present state of the instruction in this subject. I have accordingly considered it most serviceable to make very full quotation from his report:—

Drawing. Improvement during past session.

"Much thoughtful care continues to be devoted to the teaching of Drawing in the various Training Colleges and under the different King's Students' Committees in Scotland, and the work done during the session gives evidence of a general improvement throughout. Much more attention is now being devoted to consideration of the best methods of teaching Drawing in its various branches, and of its efficient correlation with other subjects in the school curriculum. These are matters of supreme importance in the Training College, and it is gratifying to note the increasing interest which students are displaying in them. Every endeavour should be made by the Training College and King's Students' Authorities to widen the facilities for dealing successfully with these matters. In every case, care should be taken to insure that the principles applied in the teaching of Drawing in the Practising School are in thorough accord with what is being taught in the Training College. It is of very great importance to the students that they should have ample opportunities during their training, both for seeing Drawing instruction rationally imparted, and for putting in practice the principles which they themselves are being taught in the Training College. A good deal has already been done in this direction, but there is still considerable room for improvement.

Time given to subject.

"In most of the Training Colleges the time set apart for Drawing permits of a reasonable amount of attention being devoted to the subject but in the case of several of the King's Students' Centres, where University subjects, for the obtaining of a degree, demand a large share of the students' attention, the conditions for a reasonable training in Drawing are scarcely so satisfactory.

Development on rational lines.

"Due attention is being given to the various branches of the subject in the different institutions, and a genuine endeavour is being made to develop the work on rational lines. The supply of material for Nature Study and representation, and for progressive and seasonal Nature

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Drawing is in most cases satisfactory, although, in some instances, an extended use of the public parks and gardens for the supply of material should do much to develop a valuable phase of the study.

Object Drawing.

"A thorough and sound training in the drawing of objects of a more or less permanent nature, including tone representations of objects, and groups in black and white and in colour, with relation to a background, is an essential part of every Drawing scheme, and should be amply provided for in all the training centres. In some cases there is a lack of objects suitable for this purpose, and means should be taken to remedy the deficiency by the addition of a number of carefully selected objects to the equipment of the Art rooms.

"The students should have ample opportunities for practice in the selection of appropriate objects, and the setting up of harmonious groups for themselves and for the practising school classes. This should be looked upon as an important part of their training.

Design.

"The subject of Design and its applications is receiving considerable attention in a number of the Training Colleges, especially in connection with the development of manual occupations. From the educational point of view this work is both interesting and valuable, and it provides a wealth of opportunity for the development of originality, and the cultivation of the æsthetic sense, which gives it a special claim to a place in the Training College Drawing syllabus.

"Various opportunities were taken during the session by several of the Training College Art teachers to visit other Colleges than their own to see the work done there, and discuss methods and principles with the Art staff, as suggested in last year's report. The advantages of this practice are very great, and it is hoped that it will be continued and extended in future sessions.

Manual Instruction.

"Manual Instruction in Woodwork has again been carried on with vigour this session in the four Training Colleges where provision has been made for it. All these four Colleges now possess workshops of their own, and the general interest displayed in the subject is increasing.

"For the general student in a Training College the amount of time which can be given up to manual instruction is too short to admit of anything in the nature of a thorough training being given, although much could be done in the case of students who have already had a good course in a day school. The demands on the time of the King's Students have been so great in the past, that for them any idea of manual instruction has not been found practicable; but the question of individual King's Students devoting special attention to manual instruction, as well as to other subjects not as yet provided for in the University curriculum, is one worthy of the fullest consideration.

Course should not become stereotyped.

"Great care must be taken in Training Colleges, as elsewhere, that manual instruction courses are not allowed to become stereotyped. The development of originality on the part of the students should be striven for. New designs and variations on old ones ought to be welcomed, and an endeavour should be made to bring manual training work into closer correlation with the Art room on the one hand, and the Laboratory on the other, materials other than wood being introduced whenever found advisable.

Manual Occupations for Women.

"Good courses of Manual Occupations for women are now being introduced into several of the Training Colleges, the work being kept in close correlation with the drawing instruction on which it is naturally founded. Modelling in clay, stencil designing and cutting, and stencilling, cardboard modelling, and embroidery from original designs are among the principal occupations which have been taken up, and there are others quite as appropriate. There is great room, and great need, for extension here, and it is to be hoped that the development of manual occupations on rational lines, and with due regard to their suitability for being carried on in Elementary Schools in conjunction with the Drawing instruction, will be taken up seriously by the Training Colleges."

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Physical Training.

The question of Physical Training, as an important factor in the ordinary school curriculum, has been brought prominently to the front of recent years, and it is a matter of the gravest moment that the instruction and training given to the future teachers of our schools in this subject should be of the best kind. From a report prepared by Captain Foster, Inspector of Physical Training, embodying the results of his inquiries into the nature and quality of the Physical Training imparted in the Training Colleges and King's Students' centres, it would appear that there is room for improvement in several important respects, and that the instruction in this branch has not yet reached the level of the training in other subjects. His report is full and suggestive, and, although precluded by considerations of space from giving the *ipsissima verba* of the whole, I shall endeavour, by quotation of the more important criticisms and suggestions, and by summary of the remaining parts, to present a fair view of the results of his investigations.

After emphasizing the intimate connection between Hygiene and Physical Culture, Captain Foster proceeds to consider the quality of the instruction at present given to the students:—

"The instruction afforded to students in this subject is generally not satisfactory. With few exceptions, the teaching has been handed over to non-commissioned officers of the Army and partially trained instructors. The instruction is not of the quality to enable the students to understand the principles underlying the actual movements of the various exercises. Till the subject is put on a higher footing, and conducted by highly trained instructors, it cannot really count for much in the students' course at the Training Colleges, nor can these students be considered as efficient teachers of it at the Elementary Schools.

"Besides the personal benefit which students might obtain during their time at Training Colleges from scientific, systematic, and properly graded exercises, the lessons would become interesting and purposeful, and cease to be a series of monotonous movements. The students would learn to apply the theoretical instruction afforded them in Physiology, Hygiene, Laws of Health, and Child Study to the Physical Training lessons. In this matter there is a very noticeable gap at present: so many lessons now are simply various exercises performed without explanation or regard to sequence.

"The attention of students, during any lesson in this subject, should be directed to the general purpose of each movement; its place in a lesson preparing the body for the next series, and reasons for it; corrective effect for defects of gait and carriage, mode of progression—faults that generally occur with beginners; and its special application for school Physical Education."

After commenting on the benefits of really expert instruction, particularly to students of indifferent physique, Captain Foster strongly urges the importance of providing highly trained instructresses for the women students. Regarding the students' powers of imparting instruction he anticipates little improvement until more efficient instruction is provided.

Carriage and deportment of students.

"The general carriage of the students seen is not on the whole satisfactory. The men students are better in this respect than the women students. I think the general defect is partly owing to the want of attention to good starting or

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fundamental positions before commencing exercises. Neither the students themselves nor the present Instructors have grasped the importance of this matter. They do not realise that the movements, however well conceived, entirely fail to correct defects of carriage if performed from bad starting positions. . . . . Instead of correcting physical imperfections, the exercises, as performed at present, often actually aggravate those imperfections."

Physique.

Regarding the physique of the students, Captain Foster has formed a favourable impression on the whole, in view of the severe mental work demanded by the curriculum and the very short periods devoted per week to Physical Training. The women students show, more than the men, the effects of hard work. He suggests the usefulness of making records of physical measurements, so that improvement or deterioration may be readily noted. On the question of suitable dress he remarks:—

Suitable dress.

"Though there has been a general improvement in the dress of students, there is still room for further progress. Thick boots, heavy garments, and high heels are still occasionally seen at inspections. It is most important that the male students should provide themselves with some simple and inexpensive costume to wear during the Physical Training lessons, and that they should be asked to remove their coats, waistcoats, braces, and collars, and wear gymnastic shoes. It is plainly most unsuitable and unwise to take active exercise in thick suits, buttoned up over chests, the movements of the neck being impeded by high collars. Such attire renders some of the movements almost impossible, and there is a great danger of chill after getting over-heated, besides the personal discomfort. The women students have made more progress than the male students in this respect. Many have provided themselves with gymnastic costumes and shoes. Many still, however, wear heavy, tight, and unsuitable clothing.

"When expert Instructresses conduct the classes for female students, they will be able to advise the students as to their costume, etc., and get them to apply some of the laws of health, which are now studied only theoretically."

Drill Halls.

Captain Foster notes that some of the Colleges are not provided with halls or gymnasia, the want of which must be severely felt in winter. He would urge the gradual introduction of simple Swedish apparatus for more advanced exercises. More attention should be paid to the ventilation and cleanliness of the drill halls and gymnasia.

Hygiene.

A distinct advance has been made during the past session in the study of this subject at the Training College and King's Students' Centres. Under the direction of Dr. W. Leslie Mackenzie, the courses of study have been modified and improved, and the general efficiency of the instruction has been raised. From his reports on individual colleges and centres it appears that all the courses now combine a certain amount of clinical and experimental work with the class lectures. In Edinburgh, Glasgow, and Dundee the instruction is in the hands of medical experts; in the Aberdeen centres of training it is conducted by Colonel Cruden. In several instances Dr. Mackenzie recommends a reduction of the lectures and an extension of the practical demonstrations. He also strongly urges that a systematic medical examination of the children in

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the Practising School should be made in the course of the year, and that the students should be present (in groups) to note methods, to assist in the work of examination, and to record results. Such an examination has been already instituted at the Glasgow Church of Scotland Training College, concerning which he reports :—

"Early in the year the Principal had arranged for a medical inspection of the children attending the Practising School. The general medical examinations were made by the Medical Officer of the School. On the day of my visit, six boys were selected for examination. A group of some ten students were taken for instruction. Each child was examined by one or two students, who were made to observe and record all the leading facts of the physical condition, height, weight, chest, condition of head, skin, glands, bones, joints, spine, pulse, etc. The Medical Officer directed every step. He examined heart and lungs himself.

"The Medical Officer is familiar with examination of recruits for military service, and by a very simple, but very adequate, system was able to teach the students to observe and elicit all the points of practical import.

"At a different period of the session, the eyes and ears of the children were examined; the students assisted as far as possible in the work."

Dr. Mackenzie also draws attention to an interesting example of co-ordination of the Hygiene with the Practical Training in School Methods which he found at the Glasgow United Free Church Training College :—

"The students were requested to note all the peculiarities observed during a model lesson. The classes were so selected, and the lessons so taught, as to bring out effectively defects in eye-sight, hearing, posture, facial expression, enunciation, etc. These class demonstrations are, in my opinion, thoroughly sound in method, and calculated to generate in the mind of the student the habit of observation proper to the teacher."

Music.

Dr. Somervell reports :—

"The seriousness with which music is treated in the Training Colleges is one of the most hopeful signs noted during the recent inspection. As a whole the Training Colleges appear to realise the importance of the subject to the students, not only during the time of studentship, but also in view of their future position as teachers. Seeing that so many students are turned out of the colleges able to teach singing in schools, it is a great pity that so many of the authorities in the big towns should insist on the subject being handed over to visiting masters.

"All the music performed at the inspection was of a high order; and of those students who were tested individually, most showed a thorough knowledge of both notations. Each College has points to which special attention is paid, points which depend upon the outlook of the particular lecturer. All the lecturers, however, are animated by one desire—to do the best they can for the students. It is uphill and often thankless work; and their earnestness in the face of difficulties is to be warmly commended."

In his reports on the individual Colleges and Centres, Dr. Somervell calls attention to the insufficient time given to Music in the cases of the Aberdeen and St. Andrews Centres for King's Students. This matter will doubtless receive the serious consideration of the respective Committees.

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Needlework.

The Hon. Mrs. Colborne, while reporting that thoroughly good work is being done generally by the Needlework Teachers at the various Colleges and Centres in Scotland, states that the progress of the classes is retarded by students who have entered without any previous knowledge of the art. "If it were clearly understood," she remarks, "that the College Authorities would on the entrance of their new students hold a somewhat searching examination in needlework, more attention would be paid to an adequate preparation of the subject." The work done at the St. Andrews Centre is of inferior quality.

Cookery and Laundry Work.

The following are quotations from a report by Miss Crawford, Inspectress of Cookery, on the present condition of the training in Cookery and Laundry Work:—

"In connection with the training of Dundee King's Students it may be mentioned that additional premises have been recently acquired adjoining the College. The ground floor of these premises has been entirely reconstructed and adapted as a cookery and laundry class-room. The arrangement is an excellent one."

"The minimum period of training is 60 hours, and usually extends over two sessions.

"In the first year the lessons are for the most part devoted to practical work by the students, interspersed with a few demonstration lessons by the teacher. More advanced practical training is continued during the second year; and, towards the completion of the entire course, special training lessons by demonstration and practice, as to classes of children, are given by the teacher, followed by practice in demonstrating by as many of the students as possible. This method of procedure has been almost universally adopted during the past year, and has, on the whole, yielded very favourable results."

"The students give good teaching lessons, but are somewhat weak in combining manipulation with lecture."

"The lessons are confined entirely to artisan and plain household cookery. In each syllabus submitted from the respective classes it was pleasing to note that the primary principles of cookery were fully illustrated and that the lessons were invariably arranged in the form of meals. By such arrangements the students acquire a more intelligent grasp of the whole science of Cookery, and at the same time gain experience in the methods adopted for teaching children."

"In addition to the lessons in Cookery and a few lessons in Laundry Work a course of lectures on the Chemistry of Food is given to the students of the Aberdeen Colleges by the Science Master of the Aberdeen Educational Trust; also, a full theoretical course of Household Management lessons is given to the same students by their respective college staff teachers. These subjects are treated on broad lines and prove a valuable aid to the practical training."

SECTION II.

University Subjects.

The number of Students qualified to become registered as University Students, and to receive the more advanced training of the University, is steadily increasing. This year there is

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a slight decrease in the number of King's Scholars attending the University, but this has been more than counterbalanced by a large increase in the number of King's Students. Altogether, there were 697 attending University classes in 1905, as compared with 658 in 1904. The total number in training was 1,643; and while the non-university students are in the majority in point of numbers—946 to 697—the steady diminution of the numerical difference within recent years is of importance as marking a very appreciable rise in the average standard of attainment of the candidates for admission to training. The University students attend their classes according to definite approved courses of study. Certain subjects may not be taken before the second year of study, as, for example, English and Science; but, even with this restriction, a very reasonable amount of latitude is permitted in the selection, provided that the subjects chosen fall within the approved three years' course upon which the individual student may have entered.

The professors and lecturers of the several classes report on the work done by each student. The estimates of the quality of the students' work in the past session compare quite favourably with those of previous years. Where shortcomings are recorded, they are generally attributed to lack of previous grounding, and very rarely to lack of industry or care. Many of the students in training find their way into the Prize and Merit Class Lists, and some carry off the most coveted distinctions. The number of students attending Honours classes is increasing.

Education. The Education classes are numerously attended, the number of students in training at these in the five centres reaching the aggregate of 244. From the reports of the professors it is evident that the students appreciate the importance of this work and throw their best energies into the study. An advanced class in Psychology and Ethics is conducted in the summer session at Aberdeen. Fourteen King's Students were in attendance and were well represented in the Prize Lists.

English. The results in English show a very satisfactory rise in the standard of attainment. No fewer than 23 of our students attended the Honours classes. It is worthy of special notice that in the past session the first and second medallists of the graduating class in English at the University of Edinburgh were Training College Students. Professor Saintsbury's report is the most favourable he has ever been able to make. Concerning the 35 students who attended the English class at Aberdeen University Professor Grierson writes:—

> "It was my own opinion and that of the examiner for the degree that the general level of the work in the graduation class was higher than usual."

Latin. More than 200 students attended the Latin classes during the past session. The reports indicate satisfactory proficiency as a rule, but there are comparatively few records of distinctions. In

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Aberdeen the majority of the students in attendance on Professor Ramsay's class do not show more than fair attainments.

Few Training College students find their way to the Greek classes. This year 21 attended, as against 11 in the previous year. The results, particularly in Professor Harrower's class at Aberdeen, are distinctly meritorious. Greek.

Of the 16 students who attended Dr. Sarolea's French class, 7 gained very creditable places in the Merit List. The silver and bronze medals awarded to the two best students attending the French classes in Glasgow were gained by a King's Student and a King's Scholar, respectively. Monsieur Martin thinks that the University Students are as a rule over-weighted when they attend more than two University classes in the session, and he attributes the comparatively low place in class taken by a number of these students to the fact that they had been attending three classes. French.

Twenty-seven students, including three at Honours classes, attended the German classes. The reports are highly satisfactory. German.

In his report on the Edinburgh King's Scholars attending the Mathematical class Professor Chrystal remarks that, of the 39 students in attendance at the graduating class, 9 were of special merit, though none of the highest distinction. The return from the Glasgow University shows rather inferior results this year. Of the 22 students at Aberdeen Professor Macdonald reports that the first 6, though not of exceptional or special merit, are yet very good students. The mathematical students at St. Andrews and Dundee have acquitted themselves with credit. Mathematics.

The results in Natural Philosophy are more encouraging this year. Of the 32 of our students who attended Professor MacGregor's class in Edinburgh, 7 achieved distinction, 15 made very good progress, and 10 showed fair attainments. The Professor remarks regarding the last of these groups: "I cannot say that any of the above are unsatisfactory students. It should be borne in mind that the work of the class is not in Experimental Physics, but includes a good deal of application of Mathematics, and it is in applying their mathematical knowledge for the most part that the inferior students are weak." Natural Philosophy.

At Glasgow, of the 36 students who attended Professor Gray's class, one stood first at the end of the session, gaining the Cleland Gold medal, while another gained the second prize. Six, in addition, acquitted themselves with credit. Satisfactory reports have also been received from the other centres.

The results in Moral Philosophy at all the centres are quite on a level with the general average of previous years. A very creditable proportion of the students succeed in reaching the Class Merit Lists. At Aberdeen the first prize is gained by a King's Student. Moral Philosophy.

The results in Logic compare somewhat unfavourably with those in the other University subjects. Too large a proportion Logic.

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of those students who attend the Logic class fail to attain a higher mark than "fair." Students, however, who do not take this class until their second or third year of training, make, as a rule, a good appearance. First year students evidently find it a difficult subject to master. These remarks do not apply to Aberdeen, where the proficiency in this subject is on a high level.

History. Very creditable work is done in History, our students carrying off quite their fair proportion of class prizes and certificates.

Chemistry. All the reports on the students' work in chemistry, whether in the Practical or in the Systematic classes, testify to very creditable proficiency.

Botany. Classes in Botany, in the Summer Session, were numerously attended at Glasgow, Aberdeen, Dundee, and St. Andrews. Very creditable results have been obtained at all the centres, and particularly at Aberdeen.

Zoology. Thirty-five students attended the Practical and Systematic classes in Zoology at Aberdeen during the Summer Session. The work done was of high quality. Professor D'Arcy Thompson also reports favourably on the work in this subject at Dundee.

Geology Of the four students at Edinburgh who took Geology, one acquitted himself with distinction, two did good work, and one fair work. Five of the six students taking this subject at Aberdeen received First Class certificates.

Other Subjects. A few students attended one or other of the following classes:—Political Economy, Surveying, Agriculture, Petrology, and Physiology.

SECTION III.

King's Scholarship Examination and the Reports of the Examiners.

Quality of papers generally. The general impression remaining with the reader of these reports is not by any means a favourable one. Very few of the examiners are able to report any marked improvement on last year's level of attainment in any of the subjects, and several of the revisers of papers find it necessary to remark on the lamentably low stage of mental development reached by many of the candidates. In connection with several subjects, but notably with School Management and English, it is remarked that the candidates are quite incapable of making a free use of any vocabulary which lies outside the narrow limits of daily speech.

School Management. The distinguishing characteristic of the School Management papers is, in the opinion of one examiner, illiteracy. The general style of answering is careless and slovenly in the extreme. Correct theory and evidences of vicious practice appear together in the same answers, and much of the work is obviously derived from books rather than from experience. The passage from Byron's

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"Address to the Ocean" was clearly quite unfamiliar to a large number of the candidates. Many took it as an address to Britain, with ludicrous results. The question on Physical Training was, as a rule, well answered, as was that on Class Management. The papers seem on the whole to be rather worse than those of last year.

English. In the English papers, the exercise in Composition is usually a very good index to the standard of the rest of the work. Most of the essays greatly lack vivacity and character. One examiner says that as a rule the essay consists of a few ideas crudely expressed and ill arranged, and his opinion is borne out by the comments of other examiners. A process of word-for-word substitution too often does duty for Paraphrasing, and only in rare cases is the meaning of the passage dealt with either understood or fairly expressed. Almost all the revisers remark that the range of reading on the part of the candidates must be very narrow. Parsing and Analysis are usually well done, and the sentences for correction are fairly well corrected, though the reasons for correction are rarely given with any approach to clearness. The question on Etymology was badly done: some canditates, for example, betraying entire ignorance of what is meant by Etymology by *deriving* "carry" from "porter," or from "fero." The questions on Literature were as a rule well answered, though in many cases there was clear evidence of "cramming," and none of first-hand acquaintance with the works concerned. Few of the candidates showed any satisfactory knowledge of the History of the English Language.

Arithmetic and Algebra. The most striking feature of the papers in Arithmetic and Algebra was the absence of any orderly train of reasoning. Results were set down, but scarcely any clue was given to the process by which they had been obtained. Another feature to which reference is made is the number of instances in which verification by measurement in Geometry, and by numerical substitution in Algebra, is considered as sufficient proof of a construction or of a theorem. This points to a danger in the newer methods of teaching which must be carefully guarded against. The questions regarding Proportion and Ratio were not well answered by many. The inaccurate definition of Ratio as "a relation between two numbers in respect of magnitude," a definition which applies equally to the difference between the numbers, was very common. Approximations and contracted methods are not clearly understood.

Geography. While few papers in Geography were of outstanding merit, the average was on the whole very fair. The chief weakness was to be found in Map-Drawing and in Physical Geography. "Physical Geography," says one of the examiners, "must not be regarded as an addendum, but as a highly integral and co-ordinating part of the subject." The question relating to Mercator's Projection was not well done.

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History. The prevailing faults in the History papers are stated to be :—

(*a*) Irrelevant detail.
(*b*) Faulty selection of points.
(*c*) Defective knowledge of details.
(*d*) Failure to realise the personality, the point of view, and the circumstances of great actors in History.
(*e*) Failure in historical narrative to give due prominence to decisive moments.
(*f*) Vague geographical references.

Many of these faults are attributable to the use of one single textbook, and an inadequate one at that. To this very narrow course of reading may be attributed the fact that scarcely any of the candidates reach a historical attitude or any feeling for character. Scotch History is not well known, and most of the errors indicate that the subject had been "crammed." It is suggested by one examiner that the candidates might with advantage be required to study carefully a *specified period* of history in a good work.

French. Few of the papers in French show that the writers have any feeling for language in general, and the translations are as a rule very obviously translations. One examiner comments adversely on the work done by students from Roman Catholic schools. Translation into French was the least satisfactory part of the paper.

Gaelic. Translation from Gaelic into English is in general well done, and translation from English into Gaelic shows considerable improvement. The "phonetic spelling" so characteristic of many of the papers a few years ago has now largely disappeared. Grammatical questions, however simple in character, are not answered so well as they ought to be.

Greek. The average percentage made by the candidates in Greek was 45·5. The lowest mark was 12 (15 per cent.), the highest, made by a candidate at the Oban centre, was 57 (71 per cent.). The translation from Greek into English was on the whole well done, though the passage from Homer was in one or two cases omitted. Translation from English into Greek was good in two papers: in the rest it was very poor. Scansion was very badly done, and Grammar was only fair.

Latin. The average percentage in Latin was below 50 per cent. The highest mark (94 per cent.) was gained by the same candidate at the Oban centre who did the best Greek paper. Translation into English was on the whole well done, but in very many of the papers English Grammar and style were very far from perfect. While Scansion was well done by a few, most either omitted it or did it very badly. Translation into Latin was in most cases poor.

German. The standard of work in German is not a high one. Inaccuracy and slovenliness are the main faults in translation; faulty construing, neglect of tenses, and an obvious lack of feeling for the finer shades of meaning are all too common. Composition savours

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too strongly of the book with its rules and exceptions. Most of the candidates attempt German script, but few write it well. Really good papers are extremely few, and really poor ones painfully numerous.

Domestic Economy.

The average mark in Domestic Economy is slightly higher than it was last year, and those questions which could be answered from practical experience were usually well done. Matters of theory, however, were rarely expressed with satisfactory clearness. The papers worked by Roman Catholic students at the Glasgow centre, were worthy of special praise on account of their uniform neatness and methodical arrangement. Most of the candidates held sensible views on the matter of Physical Training.

Penmanship.

The average quality of the exercises in Penmanship was a little better than last year, though there were fewer cases of excellence. The dominant weakness was inelegance of the capital letters. The writing of the Roman Catholic students at the Glasgow centre was noteworthy for towering capitals and thick, painted small letters. Small hand lacked uniformity in size. The exercise in Dictation was as a rule very well done, but the use of any point beyond the comma and the period seemed to be unknown.

Music.

The papers in Music were on the whole most unsatisfactory. Very few gained high marks, and a great number gained no marks or only a few. One of the examiners looks on this as an indication that the changes in the syllabus have not been noted with sufficient care. The answers were indistinctly set down, and in Question I. the music was frequently written an octave too high.

The question on Transposition was attemped only by few, and with but moderate success. Continued notes in Sol-fa were frequently translated as rests in Staff notation.

SECTION IV.

REPORTS ON ACTING TEACHERS' PAPERS.

(CERTIFICATE EXAMINATION—JULY, 1905.)

Quality of papers generally.

The general tone of these reports is distinctly more favourable than it was last year, and in the important subject of English the advance is quite marked. Languages and Music seem to be the subjects in which most need for improvement is evident.

Arithmetic and Algebra.

As regards the papers in Arithmetic and Algebra the examiners complain that in too many cases the questions do not seem to have been fully understood by the candidates, and that circuitous methods still prevail. Flagrantly impossible answers are frequently given. The power of elucidating a point with clearness is possessed by very few of the candidates.

English.

On the whole, the English paper was better done than any of the others. Many of the essays were of distinct literary merit, and very few indeed were not of at least very fair quality. The set books had been very carefully studied, and the allusions in *Comus* and in *The Tempest* were, as a rule, thoroughly well

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known. The best papers gave variant readings and much thoughtful comment. In some cases it appeared that the candidate had studied "Notes" almost to the exclusion of the text. Punctuation was seldom satisfactory.

French. The papers worked in French reached a very fair average of merit. It was clear that the students had acquired their knowledge purely by the grammatical method, and most of the letters written in French were evidently first attempts in the epistolary form. In translation from French too many needless paraphrases were resorted to, and the questions on idioms were rarely answered with any accuracy.

German. In German, the general level of attainment was higher than last year, especially among first year's students. Errors were oftener due to lack of care than to lack of knowledge. By the second year's candidates the passage of verse was more satisfactorily translated than the prose, and not a few of the writers betrayed only a rudimentary knowledge of their mother tongue. The majority of the candidates wrote German script, several of them with quite exceptional neatness.

Greek. Only two candidates, both of whom were in the first year, took Greek. One of the papers was of good quality, and the other fairly good.

Latin. The Latin papers of first year's candidates were of fair quality. A good many of the writers showed a fair knowledge of accidence without any grip of syntax. The question on Scansion was very badly done. The bulk of the second year's papers showed a distinct advance. The questions set to test the knowledge of Roman History and Literature elicited practically no response. Translation was fairly good, but few of the candidates were able to write a reasonably correct piece of continuous Latin prose.

Mathematics. The papers in Mathematics varied much in quality, and the style of arranging the work was rarely satisfactory. In particular, the misuse of the sign for equality was exceedingly common. It was made to do duty for an endless variety of words and phrases, but was frequently omitted where it should have been used. Lack of system in dealing with logarithms was also much in evidence.

Music. Hurried preparation and superficial knowledge were the chief characteristics of the work in Music. Very few of the candidates were at all proficient in both notations. The common Italian terms in use in music were seldom at all well known; and scarcely any of the candidates recognised the distinction between E flat and D sharp—a distinction clear enough in theory, if not marked on the pianoforte. Bridge notes were known to but few, and syncopation seemed to have been neglected in study of the subject. The papers worked at the Inverness centre were much below the average attained at the other centres.

Geography and History. The general style of answering in Geography and in History reached a fair average. A very few papers were really good, but

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only a few were below a percentage of 40. More attention appears to have been given to Map-Drawing than has often been the case.

Dictation and Penmanship.

While proficiency in Handwriting is usually satisfactory, there is evidence that the subject is not studied in a systematic fashion. Text is usually too small, and small-hand too large; while capitals are not as a rule shapely. Spelling is generally quite good, and errors seem to be due rather to insufficient attention than to any other cause. The use of marks of parenthesis to cut out superfluous words was so common as to indicate that this most objectionable practice is deliberately taught in some schools.

School Management.

A good deal of very careful work was done in the subject of School Management, though the answers were often too voluminous. That questions on the provisions of the Code might be asked did not seem to have occurred to any of the candidates, as was clearly shown by their ignorance of the terms of Article 29. The question on the construction of a Time Table did not elicit many good answers. By most of the students Quick's book had been studied to distinctly good purpose.

Domestic Economy.

A great deal of very intelligent answering was found in the papers on Domestic Economy. The average mark was a high one, and any weakness perceptible was in regard to the preparation and cooking of food. Several absurd methods of cleaning a sink, and of removing ink and fruit stains from white articles, were given.

Political Economy.

The average mark in Political Economy was under 50 per cent. The papers gave evidence of diligent study, but they almost always betrayed a lack of any precise conception of the fundamental ideas—a regrettable state of things, as just there lies the main value of the study.

Special Paper for Graduates.

The work done by the Graduate candidates was on the whole encouraging, and showed that a fair amount of attention had been paid to accepted methods of teaching the ordinary subjects. No candidate selected the question on Conversation Lessons in the Infant School. In Section A. many confused the "Phonic" with the "Phonetic" method, and few seemed to realize that a combination of methods was either desirable or possible. It was a most clearly marked feature of these papers that, while general questions were answered with much intelligence, those which demanded precise knowledge were seldom well done. In the discussion of composition, too many confined their remarks to written composition.

In the preparation of this Report I have again been greatly indebted to Mr. Crombie for able and most valuable help.

I have the honour to be,
MY LORDS,
Your Lordships' Obedient servant,
A. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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Training Colleges under Inspection.

Name of Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh, Church of Scotland, *Johnston Terrace, Castle Hill.*	J. A. Trail, Esq., LL.D., W.S., 16, Chambers Street, Edinburgh.
Edinburgh, United Free Church, *Moray House.*	A. Mackenzie, Esq., United Free Church Educational Committee, Edinburgh.
Glasgow, Church of Scotland, *Dundas Vale.*	A. M. Williams, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow, United Free Church -	T. M. Morrison, Esq. (*temporary*), United Free Church Training College, Glasgow.
Aberdeen, Church of Scotland -	G. A. Simpson, Esq., 9, Golden Square, Aberdeen.
Aberdeen, United Free Church	J. Duguid, Esq., 57, Crown Street, Aberdeen.
For Mistresses only.	
Edinburgh, Scottish Episcopal, *Dalry House.*	Rev. J. R. Leslie, Dalry House, Edinburgh.
Glasgow, Roman Catholic -	Miss M. A. Lescher, Roman Catholic Training College, Dowanhill, Glasgow.

Committees for the Training of Teachers.

(Established under the Minute of 30th Jan., 1905.)

Committee.	Chairman.	Interim Secretary.
Aberdeen - -	W. Dey, Esq., LL.D. -	W. Murison, Esq., County Buildings, Aberdeen.
Edinburgh - -	Professor G. Chrystal, LL.D.	W. Robb, Esq., 2 Morningside Gardens, Edinburgh.
Glasgow - -	R. S. Allan, Esq. - -	J. H. Murray, Esq., 32, Falkland Mansions, Glasgow.
St. Andrews -	Principal Donaldson, LL.D.	A. Bennett, Esq., The University, St. Andrews.

Sub-Committees for the Training of King's Students.

Centre.	Name and Address of Correspondent.
Aberdeen - - - - -	R. Walker, Esq., The University, Aberdeen.
Dundee - - - - -	W. A. Watterston, Esq., University College, Dundee.
Edinburgh - - - -	Professor Darroch, The University, Edinburgh.
Glasgow - - - - -	J. Clark, Esq., 2, Kelvingrove Terrace, Glasgow.
St. Andrews - - - -	A. Bennett, Esq., The University, St. Andrews.

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TRAINING OF TEACHERS.

STATISTICS FOR THE YEAR 1904–1905.

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TABLES.

(No 1.)

SUMMARY showing ORIGINAL COST of TRAINING COLLEGE BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; RECEIPTS and EXPENDITURE of TRAINING COLLEGES in 1904.

DENOMINATION.	Original Cost of Buildings.			Receipts in 1904.		Expenditure in 1904.
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of Scotland - - - - -	14,699 7 10	11,847 8 0	26,546 15 10	23,363 1 3	5,949 6 5	30,832 17 7
United Free Church - - - - -	14,467 18 6	7,492 10 0	21,960 8 6	22,630 6 4	5,099 14 11	26,740 2 9
Episcopal Church - - - - -	- - -	- - -	- - -	2,806 10 0	1,283 3 2	4,044 18 9
Roman Catholic Church - - - -	- - -	- - -	- - -	3,858 2 6	1,297 5 7	5,179 0 5
Total - - - -	29,167 6 4	19,339 18 0	48,507 4 4	52,658 0 1	13,629 10 1	66,796 19 6

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(No. 2.)—TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENDITURE in 1904.

TRAINING COLLEGE.		Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.				AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.			
			Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.	Permanent Establishment Charges, &c. III.	Total.	I.	II.	III.	Total.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FOR MISTRESSES ONLY.	Edinburgh (Episcopal).	72	2,028 10 7	1,319 13 3	522 14 4	3,870 18 2	28 3 6	18 6 7	7 5 2	53 15 3
	Glasgow (Roman Catholic).	116	1,913 11 4	2,557 0 1	693 15 0	5,164 6 5	16 9 11	22 0 11	5 19 7	44 10 5
FOR BOTH MASTERS AND MISTRESSES.	Aberdeen (Church of Scotland).	128	3,501 6 4	2,508 14 1	597 12 7	6,607 13 0	27 7 1	19 12 0	4 13 4	51 12 5
	Aberdeen (United Free Church).	130	3,456 11 6	2,547 9 5	836 15 2	6,840 16 1	26 11 9	19 11 11	6 8 9	52 12 5
	Edinburgh (Church of Scotland).	217	5,848 17 11	4,677 12 4	1,346 7 5	11,872 17 8	26 19 1	21 11 1	6 4 1	54 14 3
	Edinburgh (United Free Church).	219	6,156 19 5	4,669 17 2	787 7 4	11,614 3 11	28 2 3	21 6 6	3 11 11	53 0 8
	Glasgow (Church of Scotland).	248	6,284 18 11	5,126 10 9	1,076 6 9	12,487 16 5	25 6 10	20 13 5	4 6 10	50 7 1
	Glasgow (United Free Church).	249	6,696 15 7	4,974 3 11	1,065 6 3	12,736 5 9	26 17 11	19 19 6	4 5 7	51 3 0
		1,379	35,887 11 7	28,381 1 0	6,926 4 10	71 194 17 5	26 0 6	20 11 8	5 0 5	51 12 7

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(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	INCOME (Amounts				
	1. Grants from Scotch Education Department.	2. Proceeds of Land or Capital Sums. a. Inalienable from the College by Law.	2. b. Alienable from the College at Discretion.	3. Subscriptions and Donations. a. From Individuals.	3. b. From Diocesan Boards and other Charitable Bodies.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	4,821 6 6	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Edinburgh	8,815 13 8	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Glasgow	9,726 1 1	- - -	- - -	200 0 0	- - -
UNITED FREE CHURCH OF SCOTLAND at Aberdeen	4,777 17 3	- - -	- - -	- - -	127 1 4
UNITED FREE CHURCH OF SCOTLAND at Edinburgh	8,697 1 1	- - -	- - -	- - -	144 18 7
UNITED FREE CHURCH OF SCOTLAND at Glasgow	9,155 8 0	- - -	- - -	- - -	275 7 7
EPISCOPAL CHURCH at Edinburgh	2,806 10 0	- - -	- - -	95 3 0	50 0 0
ROMAN CATHOLIC CHURCH at Glasgow	3,858 2 6	- - -	- - -	- - -	648 13 0
Total	*52,658 0 1	- - -	- - -	295 3 0	1,246 0 6

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been closed, the 1st of March, 1st of June, and 1st of September (Art. 90a), and the balance as soon as possible after the close of

Paid in 1904.

Grant for 1903	£15,014 0 1
„ 1904	37,644 0 0
Total	£52,658 0 1

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amounts								
	1. Salaries of Teachers or Officers engaged in Discipline.	1. University Fees.	1. Practising School Fees.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Light.	8. Medical Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	2,327 2 1	307 17 0	256 13 4	609 13 11	175 19 4	1,025 0 8	52 17 5	101 7 6	125 17 0	38 18 2
CHURCH OF SCOTLAND at Edinburgh	3,812 13 0	872 11 0	432 0 0	731 13 11	301 7 9	2,723 1 3	89 13 5	360 11 3	164 15 9	48 7 4
CHURCH OF SCOTLAND at Glasgow	3,985 14 6	738 12 0	500 0 0	1,060 12 5	218 4 1	2,771 9 3	63 0 4	140 6 0	153 12 10	56 9 0
UNITED FREE CHURCH at Aberdeen	2,270 9 1	334 7 0	260 0 0	591 15 5	128 2 0	846 10 0	- -	113 11 6	60 16 11	22 1 0
UNITED FREE CHURCH at Edinburgh	4,306 6 2	531 6 0	438 2 6	881 4 9	205 6 8	2,784 19 10	50 3 11	313 8 0	143 9 1	54 0 6
UNITED FREE CHURCH at Glasgow	4,187 18 2	998 8 0	479 18 4	1,038 11 1	91 17 4	2,425 0 0	- -	175 5 0	83 18 11	25 0 0
EPISCOPAL CHURCH at Edinburgh	1,551 3 0	- -	142 0 0	335 7 7	77 19 11	782 8 1	129 15 1	97 16 9	130 13 7	34 13 1
ROMAN CATHOLIC CHURCH at Glasgow	1,282 0 0	39 18 0	209 0 0	382 13 4	21 14 11	2,035 0 0	203 10 0	135 0 0	149 13 10	34 16 3
Total	28,723 6 0	3,822 19 0	2,717 14 2	5,623 12 5	1,220 12 0	15,393 9 1	589 0 2	1,437 6 0	1,012 17 11	313 5 4

* The amounts entered in Column 12 are not actual payments by the colleges. They represent that part of the cost lodging of the Students and the bursaries entered under No. 4, paid to them towards it, *vide* special arrangement

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TRAINING COLLEGES, in the Year ended 31st December 1904.

ctually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
927 4 0	- - -	- - -	- - -	- - -	254 0 0	109 2 6	6,111 13 0
2,193 10 0	- - -	- - -	- - -	- - -	- - -	27 0 2	11,026 3 10
2,130 0 3	- - -	43 15 0	- - -	- - -	24 6 2	50 8 4	12,174 10 10
399 1 0	- - -	- - -	12 0 0	- - -	313 8 3	37 10 8	5,666 18 6
1,731 16 4	- - -	103 0 0	- - -	- - -	463 13 5	- - -	11,140 9 5
775 17 0	- - -	87 2 6	- - -	- - -	609 0 8	19 17 7	10,922 13 4
918 10 0	- - -	- - -	- - -	-	213 0 5	6 9 9	4,089 13 2
499 0 0	- - -	- - -	- - -	- - -	149 12 7	- - -	5,155 8 1
9,574 18 7	- - -	233 17 6	12 0 0	- - -	2,027 1 6	240 9 0	66,287 10 2

audited and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the year (Art. 90*e*).

GRANT *for* 1904.

Paid in 1904	£37,644 0 0
„ 1905	15,750 13 0
Total	£53,394 13 0

TRAINING COLLEGES, in the Year ended 31st December 1904—*continued.*

ctually disbursed during the Year).

9. Replacement of Furniture, Repairs to Buildings, Cleaning, &c.	10. Rent, Rates, Taxes, and Insurance.	11. Garden and Sundry other expenses.	12. See Footnote.*	13. Certified Expenditure Art. 89 (*a*).	14. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (*a*).			15. Total Expenditure of College.
					Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
136 6 2	285 7 1	- - -	1,164 13 4	6,607 13 0	- - -	13 11 6	87 4 7 †1,800 0 0	7,343 15 9
440 3 4	591 14 4	13 2 0	1,291 3 4	11,872 17 8	- - -	1 1 0	351 8 3	10,934 3 7
476 3 1	378 6 7	3 13 0	1,941 13 4	12,487 16 5	†200 0 0	4 16 0	†1,467 18 10 336 0 4	12,554 18 3
148 1 9	560 11 5	- - -	1,504 10 0	6,840 16 1	- - -	2 14 0	41 3 10	5,380 3 11
412 8 2	169 12 6	- - -	1,323 15 10	11,614 3 11	- - -	- - -	287 10 0	10,577 18 1
632 15 9	340 13 2	- - -	2,265 0 0	12,736 5 9	63 10 0	- - -	247 5 0	10,782 0 9
307 3 11	137 10 6	- - -	144 6 8	3,870 18 2	170 0 0	- - -	148 7 3	4,044 18 9
188 3 11	447 16 2	36 0 0	- - -	5,164 6 5	- - -	14 14 0	- - -	5,179 0 5
2,741 6 1	2,911 11 9	52 15 0	9,635 2 6	71,194 17 5	433 10 0	86 16 6	4,766 18 1	66,796 19 6

of maintenance which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board stated in Report of Committee of Council on Education 1864–5, p. 31. † For new buildings.

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(No. 4.)

List of Grants for the Training of King's Students paid to Local Committees for the Year 1904–1905 under Art. 91 of the Scotch Code.

Name of Committee.	No. of King's Students.			Amount of Grant.		
	Male.	Female.	Total.	£.	s.	d.
Aberdeen - - - -	34	36	70	2,268	10	3
Dundee - - - -	8	61	69	1,950	16	3
Glasgow - - - -	18	71	89	2,610	0	3
St. Andrews - - -	4	20	24	686	5	4
Totals -	64	188	252	7,515	12	1

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(No. 5.)

STATEMENT SHOWING THE NUMBER OF King's Scholars, King's Students, Acting Teachers (Art. 79), and Graduates, who were recognised as Certificated Teachers, and the number of Teachers' Certificates issued after probation (Art 51) in each of the years 1896 to 1905.

YEAR.	MALES.						FEMALES.						GRAND TOTAL.	Number of Teachers' Certificates issued after probation (Art. 51.)		
	King's Scholars.	King's Students.	Acting Teachers (Art. 79.)	Graduates (Art. 47, II. (c.))	Graduates (Art. 48 (b.))	TOTAL.	King's Scholars.	King's Students.	Acting Teachers (Art. 79.)	Graduates (Art. 47, II. (c.))	Graduates (Art. 48 (b.))	TOTAL.		Males.	Females.	TOTAL.
1896	120	—	2	35	—	157	346	—	161	3	—	510	667	183	472	655
1897	84	—	5	37	—	126	360	—	226	3	—	589	715	220	635	855
1898	113	2	2	32	—	149	369	3	200	2	—	574	723	146	524	670
1899	146	14	1	31	1	193	334	8	215	5	3	565	758	114	537	651
1900	152	18	7	28	1	206	394	18	340	10	3	765	971	114	513	627
1901	143	22	3	29	—	197	366	14	314	12	—	706	903	130	564	694
1902	181	26	13	18	1	239	470	28	307	7	3	815	1,054	161	674	835
1903	115	11	8	25	5	164	443	11	376	7	6	843	*1,007	164	689	853
1904	170	15	9	20	7	221	491	35	505	10	12	1,053	1,274	208	752	960
1905	148	29	6	15	5	203	471	61	395	23	15	965	1,168	197	825	1,022
Total for 10 years	1,372	137	56	270	20	1,855	4,044	178	3,039	82	42	7,385	9,240	1,637	6,185	7,822

* After the year 1902 Students proceeding to a 3rd year of training were not recognised as Certificated until their full period of training was completed—otherwise the total for 1903 would have been 1,108.

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(No. 6.)

TABLE SHOWING particulars of Students in Training during the Year, 1904-5.

(Excluding Students who left during the course of the year.)

Institution.	Number of Students for which College or Committee is at present recognised. (1906)	Male Students of				Female Students of				Total number of Students.				Number of Students who attended University Classes.			Number of Students, who completed 2 years of training, and were:									Number of Students who completed three years of training, and were					
																	Allowed a third year of training in terms of Art. 83 (c).			Recognised as Certificated Teachers.			Not so recognised.			Recognised as Certificated Teachers.			Not so recognised.		
		1st Year.	2nd Year	3rd Year.	TOTAL.	1st Year.	2nd Year.	3rd Year.	TOTAL.	1st Year.	2nd Year	3rd Year.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
TRAINING COLLEGES:—																															
Aberdeen Church of Scotland	130	8	6	3	17	58	55	—	113	66	61	3	130	13	3	16	1	—	1	5	53	58	—	2‡	2	3	—	3	—	—	—
Edinburgh " "	220	32	27	12	71	80	60	7	147	112	87	19	218	58	42	100	8	16	24	13	44	62	1‡	—	1	12	7**	19	—	—	—
Glasgow " "	250	33	36	6	75	86	85	2	173	119	121	8	248	66	25	91	3	9	12	32	74	106	1	2¶	3	6	2	8	—	—	—
Aberdeen United Free Church	130	11	11	3	25	53	51	—	104	64	62	3	129	15	6	24	4	—	4	6	51	57	—	—	—	3	—	3	—	—	—
Edinburgh " "	220	39	30	7	76†	68	64	6	138	107	94	13	214†	41	27	68	13	3	16	17	61	78	—	—	—	7	6	13	—	—	—
Glasgow " "	250	39	36	5	80	84	82	4	170	123	118	9	250	80	50	130	2	5	7	32	74	106	2§	3¶	5	5	4	9	—	—	—
Edinburgh Episcopal	72	—	—	—	—	36	36	—	72	36	36	—	72	—	—	—	—	—	—	—	36	36	—	—	—	—	—	—	—	—	—
Glasgow Roman Catholic	140	—	—	—	—	57	58	4	119	57	58	4	119	—	7	7	—	3	3	—	55	55	—	—	—	—	4	4	—	—	—
Totals for Training Colleges	1412	162	146	36	344	522	491	23	1036	684	637	59	1380	276	160	436	31	36	67	110	448	558	4	7	11	36	23	59	—	—	—
COMMITTEES FOR THE TRAINING OF KING'S STUDENTS:—	*Not Exceeding*																														
Aberdeen University	70	10	10	13	33	20	15	12	47	30	25	25	80	33	47	80	3	12	15	7	3	10	—	—	—	13	12	25	—	—	—
Dundee University College ...	100	1	4	3	8	22	26	13	61	23	30	16	69	3	61	69	2	7	9	2	18	20	—	1¶	1	3	13	16	—	—	—
Glasgow University	100	15	2	—	17	47*	24	—	71*	62	26	—	88	17	71*	88	1	18	19	1	6	7	—	—	—	—	—	—	—	—	—
St. Andrews University ...	50	1	1	2	4	8	9	3	20	9	10	5	24	4	20	24	—	4	4	—	5	5	1¶	—	1	2	3	5	—	—	—
Totals for King's Students.	320	27	17	18	62	97	74	28	199	124	91	46	261	62	199	261	6	41	47	10	32	42	1	1	2	16	28	46	—	—	—
GRAND TOTALS	1732	189	163	54	406	619	565	51	1235	808	728	105	1641	338	359	697	37	77	114	120	480	600	5	8	13	54	51	105	—	—	—

* Including one who is not a King's Student. † Excluding two Students trained under Art. 95 (b). ‡ Recognition withheld on account of unsatisfactory medical report. § Including one recognised provisionally as a Certificated Teacher. ¶ Provisionally recognised as Certificated Teachers. ** Including one Student who received her third year of training abroad.

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(No. 7.)

STATEMENT SHOWING THE NUMBER of Students who, having successfully completed their period of training in 1905, were recognised by the Department as qualified to teach the subjects named.*

	MALES.							FEMALES.								
	Total Number of Students.	Number recognised as qualified to teach.						Total Number of Students.	Number recognised as qualified to teach.							
		Drawing.	Singing.	French.	German.	Manual Work.	Agriculture.		Drawing.	Singing.	Needlework.	*Eligible for recognition as Teachers of Infants.	French.	German.	Household Management.	Manual Work.
Training Colleges:—																
Aberdeen Church of Scotland	8	8	6	—	—	8	—	53	53	52	53	31	10	—	53	—
Edinburgh „ „	30	28	24	—	—	—	6	51	44	48	51	32	8	6	39	—
Glasgow „ „	38	37	31	3	—	—	—	76	70	67	75	22	21	7	—	—
Aberdeen United Free Church	9	8	3	—	—	7	—	51	41	46	51	19	13	4	47	—
Edinburgh „ „ „	24	24	20	1	—	20	—	67	65	64	67	36	7	6	54	—
Glasgow „ „ „	37	35	26	5	1	30	—	78	77	71	78	16	24	11	—	—
Edinburgh Episcopal - -	—	—	—	—	—	—	—	36	35	34	36	20	7	—	—	—
Glasgow Roman Catholic -	—	—	—	—	—	—	—	59	46	55	57	—	7	2	—	35
Local Committees:—																
Aberdeen - - - -	20	20	9	—	—	—	—	15	13	11	15	—	4	2	—	—
Dundee - - - -	5	2	4	2	—	—	—	31	28	26	31	17	13	—	23	—
Glasgow - - - - -	1	—	1	—	—	—	—	6	—	6	—	—	2	1	—	—
St. Andrews - - - -	2	—	1	—	—	—	—	8	—	8	5	—	—	—	5	—
	174	162	125	11	1	65	6	531	472	488	519	193	116	39	221	35

* Recognition as a Teacher of Infants is subject to a favourable report by H.M. Inspector after probation.

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(No. 8.)

STATEMENT SHOWING THE RESULTS of the Written and Oral Examination of Candidates for recognition as qualified Teachers of Modern Languages—1905.

	French.			German.		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
No. of Training College Students presented. (Including Ex. students) -	45	440	485	3	95	98
No. of King's Students presented. (Including Ex. students) - - -	5	50	55	—	8	8
No. of other Students presented - -	21	44	65	7	7	14
TOTAL -	71	534	605	10	110	120
No. who obtained recognition as qualified Teachers - - - - - - -	25	152	177	8	57	65
No. who passed written Examination only - - - - - - - -	3	42	45	—	15	15
No. who passed Oral Examination only -	4	115	119	2	24	26
No. of unsuccessful Candidates - - -	39	225	264	—	14	14

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(No. 9.)

LIST OF COURSES for the further instruction of Certificated and Assistant Teachers sanctioned by the Scotch Education Department under Article 91 (*d*) of the Code, from 1st April 1904, to 31st March 1905.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ¾ of approved* expenditure).		
									£	s.	d.
500	26 April '04.	Hamilton (Burgh) School Board	1904	Hamilton	Nature Knowledge	60	7	5	23	15	10
501	27 April '04.	Marine Biological Association of the West of Scotland	,,	Millport	Nature Knowledge (2nd Year)	40½	14	14	33	9	5
502	,,	,,	,,	,,	Nature Knowledge (3rd Year)	40½	13	12	21	17	6
503	4 May '04.	Ayr County Committee	,,	Kilmarnock	Nature Knowledge	42	24	19	37	10	8
504	18 May '04.	Dalziel School Board	,,	Motherwell	Physical Training	32	35	35	14	17	4
†505	11 June '04.	Marine Biological Association of the West of Scotland	,,	Millport	Nature Knowledge (1st Year)	84	25	25	78	0	2
†506	13 July '04	Fife County Council	,,	St. Andrews	Drawing	90	64	63	63	13	6
†507	16 July '04.	,,	,,	Cupar	Physical Training	44	32	32	20	0	6
508	27 July '04.	Linlithgow County Committee	1904-05	Bathgate	Drawing	75	16	16	41	11	7
509	,,	,,	,,	,,	Woodwork	84	17	17	36	17	10
510	,,	,,	,,	Bo'ness	,,	75	9		22	14	0
511	29 July '04.	,,	,,	Linlithgow	Drawing	60	25	24	30	3	3
512	,,	A Local Committee at Paisley	,,	Paisley (St. Margaret's Convent School)	Drawing (1st Year)	69	30	25	22	5	3
513	,,	,,	,,	,,	Drawing (2nd Year)	69	18	14	22	12	9

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
† Holiday Course.

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No. of Course.	Date when sanctioned.	Managers.	Session.	Where Held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ½ of approved* expenditure).		
									£	s.	d.
514	9 Aug. '04.	A Local Committee at Paisley	1904-05	Paisley (St. Margaret's Convent School)	Practical Physics (1st Year)	62½	20	20	18	6	1
515	,,	,,	,,	,,	Practical Physics (2nd Year)	60	17	17	18	13	1
516	12 Sept. '04.	Greenock Burgh School Board	,,	Greenock	Woodwork	60	18	15	17	9	11
517	16 Sept. '04.	Glasgow Roman Catholic Training College	,,	Glasgow	Drawing and Clay Modelling	66	34	24	37	19	11
518	22 Sept. '04.	Montrose Town Council	,,	Montrose	Nature Knowledge	62	20	11	23	8	0
519	29 Sept. '04.	Fife County Council	,,	Thornton	Drawing	70	54	53	73	10	0
520	,,	,,	,,	Dunfermline	Woodwork	70	33	33	61	0	6
521	29 Sept. '04.	Managers of Berwickshire High School	,,	Duns	Drawing	65	18	18	29	9	3
522	,,	Glasgow School Board	,,	Glasgow (Adelphi Terrace P. School)	Drawing (First Year)	65	23	23	23	16	3
523	,,	,,	,,	Glasgow (Pupil Teachers' Institute)	Drawing (First Year)	65	90	81	78	12	2
524	,,	,,	,,	,,	Drawing (Second Year)	65	53	49	82	3	6
525	,,	,,	,,	Glasgow (Whitehill P. School)	Drawing (Second Year)	62½	15	14	33	14	3
526	,,	Stirling (Burgh) School Board	,,	Stirling	Woodwork	60	9	8	22	2	10
527	,,	,,	,,	,,	Nature Knowledge	60	15	15	31	0	3
528	,,	,,	,,	,,	Drawing	60	54	51	63	17	4
529	,,	Midlothian County Council	,,	Edinburgh	Elementary Drawing	60	22	19	32	17	10
530	,,	,,	,,	,,	Advanced Drawing	60	19	15	32	17	10

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ½ of approved* expenditure). £	s.	d.
531	30 Sept. '04.	Managers of Berwickshire High School.	1904-05	Duns	Nature Knowledge		Course	abandoned.			
532	"	Fife County Council	"	Thornton	French	42	18	18	18	0	0
533	"	"	"	"	German	42	12	10	21	0	0
534	3 Oct. '04.	Glasgow School Board	"	Glasgow (Provanside P. School)	Drawing (Second Year)	65	42	42	35	16	10
535	"	"	"	"	Drawing (First Year)	65	28	28	24	14	10
536	4 Oct. '04.	Lanark County Council	"	Airdrie	Drawing (First Year)	65	10	10	24	0	7
537	"	"	"	"	Drawing (Second and Third Years)	65	35	33	29	8	5
538	"	"	"	Glasgow School of Art	Drawing (First Year)	60	40	36	44	7	9
539	"	"	"	"	Drawing (Second Year)	60	61	53	75	17	9
540	"	"	"	"	Drawing (Third Year)	60	55	49	129	18	10
541	"	"	"	Lanark	Drawing (First Year)	60	15	11	17	10	3
542	"	"	"	"	Drawing (Second Year)	60	9	7	17	10	3
†543	5 Oct. '04.	Aberdeen County Committee	1904	Aberdeen	Physical Training	40	24	24	26	4	0
545	6 Oct. '04.	Leith (Burgh) School Board	1904-1905	Leith	Drawing	67½	33	33	41	16	5
546	7 Oct. '04.	Roman Catholic Committee of Glasgow	"	Glasgow (Our Lady & St. Francis R. C. School)	"	60	43	31	36	15	6
547	"	Galston School Board	"	Galston	"	60	11	9	14	0	4

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
† Holiday Course.

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No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ¾ of approved* expenditure).		
									£	s.	d.
548	11 Oct. '04.	Glasgow Roman Catholic Training College	1904-06	Glasgow (R.C. Training College)	French	65	16	12	25	2	0
549	14 Oct, '04.	"	"	"	Experimental Science	69	18	16	44	14	9
550	"	Governors of Glasgow School of Art	"	Glasgow (School of Art)	Drawing (Third Year)	60	61	60	79		10
551	15 Oct. '04.	Broughty Ferry School Board	"	Broughty Ferry	Drawing	62	15	15	20	16	3
552	"	Leith (Burgh) School Board	"	Leith (Technical College)	Nature Knowledge	Course	not yet	completed.			
553	17 Oct. '04.	Inverness Free Library Committee	"	Inverness	Drawing	80	18	18	10	3	5
554	20 Oct. '04	Governors of Paisley Technical College	"	Paisley	Drawing	70	15	12	29	0	10
555	"	"	"	"	Brushwork and Clay Modelling	84	15	11	30	0	9
556	21 Oct. '04	Forfar County Council	"	Forfar	Drawing	68	31	30	29	19	5
557	"	Dumbarton (Burgh) School Board	"	Dumbarton	"	60	35	33	6	14	3
558	3 Nov. '04	Perth (Burgh) School Board	"	Perth	French	68	25	13	44	12	6
559	"	"	"	"	German		Course at Christmas, 1904	abandoned	4	9	1
560	"	"	"	"	Botany		Course	abandoned			
561	"	"	"	"	Zoology		"	"			
562	"	"	"	"	Chemistry		"	"	11	5	0
563	"	"	"	"	Physics (2nd Year)	60	at Christmas, 1904 10	9	25	10	0
564	"	"	"	"	Physics (1st Year)		Course	abandoned			

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (=½ of approved* expenditure). £	s.	d.
565	3 Nov. '04	Perth (Burgh) School Board	1904-05	Perth	Drawing (2nd Year)	60	20	19	31	10	0
566	"	"	"	"	Drawing (1st Year)	60	15	14	33	0	0
567	"	"	"	"	Geology and Physical Geography		Course	abandoned			
568	"	"	"	"	Woodwork		"	"			
569	"	Glasgow School Board	"	Glasgow (Woodside P. School)	Chemistry and Physics	84	26	25	65	11	9
570	4 Nov. '04	Roman Catholic Committee of Glasgow	"	Glasgow (Our Lady and St. Francis R.C. School)	Practical Science	62	44	3	43	6	10
571	10 Nov. '04	Kincardine County Committee	"	Stonehaven	Woodwork	68	9	7	17	14	
572	14 Nov. '04	Dumfries (Burgh) School Board	"	Dumfries	Drawing	60	38	36	22	13	9
573	15 Nov. '04	Perth (Burgh) School Board	"	Perth	Cookery and Laundry Work	60	18	17	25	11	6
574	18 Nov. '04	Elgin County Committee	"	Elgin	French	60	16	13	33	14	4
575	21 Nov. '04	Ayr County Committee	"	Kilmarnock	Physical Culture	42	22	21	18	9	9
576	"	"	"	Ayr	Drawing (1st and 2nd Years)	66	40	37	47	5	0
577	"	"	"	Kilmarnock	Drawing (1st Year)	66	42	30	24	0	0
578	"	"	"	Ayr	French { Senior Class	60	28	27	45	15	0
					{ Junior Class	40	27	18			
579	22 Nov. '04	Elgin County Committee	"	Elgin	Drawing	66	18	12	18	19	11

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ½ of approved* expenditure). £	s.	d.
580	24 Nov. '04	Perth (Burgh) School Board	1904-05	Perth	Drill	31½	37	29	22	14	0
581	29 Nov. '04	Leith (Burgh) School Board	"	Leith	Physics	65	12	12	16	9	8
582	"	Larbert School Board	"	Larbert	Cardboard Work	40	19	19	16	19	4
583	"	Dumfries (Burgh) School Board	"	Dumfries	Physical Training	20	23	22	9	0	0
584	1 Dec. '04	Stirling (Burgh) School Board	"	Stirling	"	20	18	14	8	17	0
585	19 Dec. '04	Hamilton (Burgh) School Board	"	Hamilton	Drawing (1st Year)	60	23	15	17	15	8
586	"	" " "	"	"	Drawing (2nd Year)	60	26	22	19	12	11
587	"	" " "	"	"	Drawing (3rd Year)	60	17	13	22	18	8
588	"	" " "	"	"	Physical Science (1st and 2nd Years)	60	15	10	26	15	4
589	"	" " "	"	"	Woodwork (1st and 2nd Years)	48	11	11	14	19	8
590	3 Jan. '05	Leith (Burgh) School Board.	"	Leith	Chemistry	67½	6	6	32	4	10
591	13 Jan. '05	Aberdeen County Committee.	"	Fraserburgh	Drawing	31	17	17	Not yet paid.		
592	"	" " "	"	Peterhead.	"	110	17	15	"		
593	"	Rothesay (Burgh) School Board.	1905	Rothesay	Physical Training	20	23	23	"		
594	"	Dundee (Burgh) School Board.	1904-05	Dundee	Laws of Health	12	70	70	36	13	4
595	19 Jan. '05	Aberdeen County Committee.	"	Maud	French	64½	21	20	Not yet paid.		
596	"	" " "	"	"	German	64½	13	13	"		

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

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No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid. (= ½ of approved* expenditure). £ s. d.
597	3 Feb. '05	Hamilton (Burgh) School Board	1904-05	Hamilton	Physical Training (Males—1st Year)		Course	abandoned	
598	"	" " "	"	"	Physical Training (Males—2nd Year)		"	"	
599	"	" "	"	"	Physical Training (Females—1st and 2nd Years)	22	12†	2	9 14 8
600	10 Feb. '05	Committee of Govan School Board and Anderson's College Medical School.	"	Partick	Chemistry, 1st Year	94	7	7	77 4 9
					" 2nd "	107	11	11	
					" 3rd "	78½	4	4	
					" Organic	81½	3	3	
601	22 Feb. 05	Hamilton (Burgh) School Board	"	Hamilton	French (1st and 2nd Years)	48	6	2	23 15 2
602	23 Feb. '05	Lanark County Council	1905	Airdrie	Physical Training	30	52	52	17 15 8
603	"	Kirkcudbright County Committee	1905-06	Kirkcudbright	Cookery	Course	not	yet completed.	
604	"	" " "	"	Dalbeattie	"		"	"	
605	15 Mar. '05	Glasgow School Board	1905	Glasgow (High School)	Physical Training	39	80	74	23 4 3
606	25 Mar. '05	Hamilton (Burgh) School Board	1905	Hamilton	Nature Knowledge	63½	13	9	21 1 0
Totals ‡	96	—	—	—	—	—	2,451	2,204	2,960 9 10§

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
† The attendance of 10 of these students to be taken into consideration in connection with any further course of instruction they may attend.
‡ Excluding 10 Courses abandoned. § Excluding the Grants for 8 Courses not yet paid.

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No. 9 (*contd.*)

SUMMARY OF THE FOREGOING TABLE AND OF SIMILAR TABLES FOR PREVIOUS YEARS UNDER SUBJECTS.

Subject.	15 November, 1899, to 31 March, 1901.			1 April, 1901, to 31 March, 1902.			1 April, 1902, to 31 March, 1903.			1 April, 1903, to 31 March, 1904.			1 April, 1904, to 31 March, 1905.			Total figures for each subject from 15 November, 1899, to 31 March, 1905.		
	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.
Cookery and Laundry Work	1	8	6	2	34	31	5	76	59	5	28	27	3	181	171	13	164	140
Drawing	33	1,935	1,242	65	3,304	2,638	92	3,814	3,330	72	2,652	2,304	45	1,875	1,286	307	13,170	10,760
Manual Instruction:—																		
Cardboard Modelling	3	86	34	6	213	181	3	76	60	–	–	–	1	19	19	13	394	294
Clay Modelling	–	–	–	4	127	103	1	17	17	–	–	–				5	144	120
Woodwork	6	209	139	9	184	151	6	66	62	6	80	71	7	106	99	34	645	522
Modern Languages:—																		
French	2	27	15	3	32	18	5	54	25	6	108	62	7	157	125	23	378	245
German	2	12	7	2	29	13	1	6	4	2	31	14	2	24	22	9	102	60
Nature Knowledge:—																		
Natural Science (Botany, Zoology, &c.)	7	218	151	22	616	454	18	363	293	20	304	234	9	131*	110*	76	1,632	1,242
Physical Science (Physics, Chemistry, &c.)	10	173	144	11	142	114	11	146	109	16	236	188	10	193	179	58	890	734
Drill	4	160	154	6	275	257	8	204	176	8	405	391	11	360	332	37	1,404	1,310
Laws of Health	–	–	–	–	–	–	–	–	–	1	53	51	1	70	70	2	123	121
Land Surveying	–	–	–	–	–	–	–	–	–	1	14	11		–		1	14	11
Totals	68	2,828	1,892	130	5,046	3,960	150	4,822	4,135	134	3,911	3,353	96	3,453	2,909	578	19,061	15,549
Total Grants paid	£2,655			£4,709‡			£5,099			£4,674‡			£2,950‡			£20,087‡		

* Excluding figures for 1 Course not yet completed. † Excluding figures for 2 Courses not yet completed.
‡ Excluding Grants not yet paid, viz.: 1 Drawing in 1901-2; 1 Drawing and 1 Natural Science in 1903-4; 2 Drawing, 1 French, 1 German and 1 Drill in 1904-5.

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No. 10.

KING'S SCHOLARSHIP EXAMINATION, DECEMBER, 1904.

Summary of Results of Examination.

MALES.

	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	16	2	18
2nd Class	54	6	60
3rd Class	34	12	46
Total :—Passed	104	20	124
Failed	9	13	22
Total presented	113	33	146
Qualified for exemption from the King's Scholarship Examination under Article 70 (*d*) 6, for recognition as King's Scholars under Article 95 (*a*) 2, or 95 (*a*) 3, or as King's Students under Article 96.	83	40	123

FEMALES.

	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	158	22	180
2nd Class	231	24	255
3rd Class	314	79	393
Total :—Passed	703	125	828
Failed	136	63	199
Total presented	839	188	1027
Qualified for exemption from the King's Scholarship Examination under Article 70 (*d*) 6, for recognition as King's Scholars under Article 95 (*a*) 2, or 95 (*a*) 3, or as King's Students under Article 96.	284	81	365

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No. 11.

CERTIFICATE EXAMINATION, JULY, 1905.

Summary of Results of Examination of Graduates and Teachers.

GRADUATES.

Examined under Article 47 II. (*c*).

	Number Examined.	Passed.	Failed.
Males	15	15	—
Females	23*	23	—
Totals	38	38	—

Exempted under Article 48 (*b*).

Males	5
Females	15
Total	20

TEACHERS EXAMINED ON **Second Year** Papers.

	Number Examined.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
Males	13	—	2	4	7
Females	554	13	48	334	159
Totals	567	13	50	338	166

TEACHERS EXAMINED ON **First Year** Papers.

	Number Examined.	Passed.			Failed.
		1st Division.	2nd Divi-ion.	3rd Division.	
Males	31	1	3	8	19
Females	604	33	108	358	105
Totals	635	34	111	366	124

* Including two trained for one year, 1903–4, under Glasgow Local Committee and recognised as Certificated Teachers from 1st December, 1904.

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SCOTCH EDUCATION DEPARTMENT,
WHITEHALL, LONDON

King's Scholarship Examination.

December 1906.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF CANDIDATES

FOR

ADMISSION INTO TRAINING COLLEGES

OR FOR THE

OFFICE OF ASSISTANT TEACHER.

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SCOTCH EDUCATION DEPARTMENT

KING'S SCHOLARSHIP EXAMINATION, 1906.

REGULATIONS.

1. The Examination for admission into Training Colleges and for the office of Assistant Teacher, called the King's Scholarship Examination, will commence on Tuesday, 11th of December, 1906, and will be held at each of the Training Colleges, and at the following Centres:—

AYR.	INVERNESS.	PERTH.
DUMFRIES.	KIRKWALL.	PORTREE.
DUNDEE.	LERWICK.	STIRLING.
DUNFERMLINE.	MOTHERWELL.	STORNAWAY.
ELGIN.	OBAN.	WICK.
GREENOCK.	PAISLEY.	

2. The Examination extends to the subjects required in the course of a pupil-teacher's engagement and mentioned in the Syllabus appended hereto.

3. Candidates must be either pupil-teachers entering for their final examination under Article 70 (*d*) of the Code, or, not having been pupil-teachers, persons over eighteen years of age on the 1st of October next following the date of the Examination. Pupil-teachers whose engagements have been cancelled may also be admitted on certain conditions (*see* Article 93 of the Code).

4. Application on behalf of pupil-teachers and others engaged in State-aided Schools, for permission to attend the Examination must be made on Form 146 by the official correspondent of the school in which they are engaged. A copy of this Form is sent in January to the managers of every State-aided School, in order that the names of all such candidates may be notified to the Department as early as possible.

5. Pupil-teachers or ex-pupil-teachers employed in State-aided Schools must receive a report from the managers of their schools as to their physical fitness for the profession of teacher. This report should be made on the Form 9 (or 9*b*) for the School.

6. Candidates who have *not* been Pupil-teachers must apply by letter to the Department for permission to attend the Examination, stating that they are non-pupil-teachers, and giving their name *in full* and the exact date of their birth.

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7. Non-pupil teachers, in order to obtain marks for Reading, Repetition, and Teaching, must communicate with H.M. Inspector for the district, whose report will be made on Form 13 [c]; and they must obtain from a duly qualified medical practitioner a satisfactory report on their physical fitness, which must be made on Form 42.

(Forms 13 [c] and 42 will be enclosed with the Form 13 admitting the Candidate to the Examination.)

8. Candidates wishing to be examined at a Training College, must make their own arrangements with the authorities of such College for securing a seat. To other Candidates a choice of Centres is offered (*see page* 648).

9. Candidates will be informed by letter from the Department as to the result of their Examination. Those who obtain a place in the First or Second Class will be eligible for admission as King's Scholars to a Training College. For information as to the qualifications of successful Candidates as Assistant Teachers, *see* Articles 79 and 32 (*c*) 2 of the Scotch Code.

10. The position in the Class List of any Candidates entitled to exemption under Articles 70 (*d*) 6, 95 (*a*) 2, or 95 (*a*) 3, who elect to undergo the Examination, will depend upon the result of such examination.

11. Under no circumstances can information be afforded by the Department as to the result of the Examination in particular subjects.

Candidates are recommended to make themselves acquainted with Articles 32 (*c*) 2, 57–60, 70, 78–82, and 92–99, and the First Schedule of the Scotch Code.

Copies of the papers set at previous Examinations (price 6*d.*, *post free* 7*d.*), and of the Scotch Code (price 4½*d.*, *post free* 6*d.*) may be obtained from Messrs. Wyman & Sons, Limited, Fetter Lane, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin, or through any bookseller.

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SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. *[30]—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare, Milton, or Tennyson with clearness and force, and knowledge of meanings and allusions.

Teaching. [60]—To give a collective or class lesson on any subject taught in State-aided Schools. (An object lesson may be required.)

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

N.B.—Pupil-teachers and others engaged in State-aided Schools perform the exercises in Reading, Repetition and Teaching before H.M. Inspector at one of his visits to their school preceding the King's Scholarship Examination, or elsewhere as he may arrange. Other Candidates, by giving notice to the Inspector of the district, will have an opportunity of Reading, Repeating and Teaching before him at some school of which the Inspector will give them notice.

Penmanship [30] and Dictation. [30]

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from Dictation.

Candidates should write a firm, round, legible hand.

English [60] and Composition. [20]

To paraphrase a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Geography. [50]—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

History. [50]—British History from Julius Cæsar to the present time, with a special reference to Scottish History.

Note.—All Candidates will be required to pass in the subjects of Geography and History. Those Candidates who, at this Examination, fail to obtain at least 40 per cent. of the maximum number of marks for Geography and History combined, will be held to have failed in the Examination, and will be so informed.

Candidates who pass the King's Scholarship Examination will understand that they are thereby necessarily qualified in Geography and History for the purposes of the Certificate Examination for Acting Teachers.

* The figures in brackets indicate the maximum number of marks allowed for each subject.

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***Mathematics.** *Females.* [**90**] (*See Note to Mathematics for Males which applies equally to Female Candidates.*)

One paper will be set on the Lower Grade Syllabus of the Leaving Certificate Examination, viz.:—

ARITHMETIC. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

ALGEBRA. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one and two variables; easy quadratic equations; problems leading to the above equations.

GEOMETRY. The main propositions given in Euclid, Books I and III, with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Mathematics. *Males.*

Two papers [**90** each] will be set on the Higher Grade Syllabus of the Leaving Certificate Examination, viz.:—

ALGEBRA. The subjects of the Lower Grade; more difficult transformations, equations, and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions, arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

GEOMETRY. The main propositions in Euclid, Books I-VI and XI., 1-21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane faced solids; mensuration of plane and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

TRIGONOMETRY. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems.

NOTE.—*All candidates must bring instruments to the Examination for correct drawing and measurement, viz., a ruler graduated in inches and tenths on one side, and in centimetres and millimetres on the other; a protractor graduated in degrees; set squares; and compasses.*

School Management. [**75**]—Notes of lessons.

The methods of teaching the ordinary subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. *Females.* [**80**]—1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise, night-dress and gored petticoat.

3. The knitting of a boy's sock or girl's stocking.

Domestic Economy. *Females.* [**45**]—Food; its composition, functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

The feeding and management of infants and young children.

*NOTE.—*Female Candidates may take the papers on Mathematics set for Males (in place of that for Females), and receive the extra marks therefor.*

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B.—OPTIONAL SUBJECTS.

Candidates will be allowed marks for the following optional subjects:—

MUSIC.

ONE LANGUAGE (or *two* languages if no marks are claimed for Science).

SCIENCE.

DRAWING.

Music.—Candidates may take theory without also taking the tests in practical skill.

(*a.*) THEORY. [**20**]

Staff Notation:

All the major and minor scales and signatures. Intervals, diatonic and chromatic. Easy transposition. Time signatures. Values of notes and rests. Contents of bars. Transcription. Syncopation. Compass of voices. Common musical terms. Translation of a short passage into Sol-fa Notation.

AND

Tonic Sol-fa Notation:

The major and minor modes. First remove changes of key. Bridge notes. Chromatic notes. Intervals, diatonic and chromatic. Pulses, common divisions of pulses. Measures. Transcription, by doubling or halving, &c. Syncopation. Translation of a short passage into Staff Notation.

(*b.*) PRACTICAL SKILL. [**30**]

The tests can be sung from the staff or the tonic sol-fa notation at the option of the Candidate.

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages combining time and tune, and to tell ear exercises freely.

Languages. [**80 each**]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books:—

LATIN.—Cicero, de Senectute, and Virgil, Æneid, Book II., and simple unseen passages.

GREEK.—Xenophon, Anabasis, Books III. and IV., and Homer, Iliad, Book III., and simple unseen passages.

FRENCH.—Simple unseen passages.

GERMAN.—Simple unseen passages. A few additional marks will be allowed for the use of German Script.

NOTE.—*Candidates who fail to make at least 25 per cent. of the maximum for any Language will not be credited with any marks therefor.*

Science [80] and Drawing. [60]—To obtain marks for Science or Drawing Candidates must have attended a three years' course (*see*, however, next paragraph) under a scheme previously approved by the Department for this purpose, and be presented at the Leaving Certificate Examination in the subject in 1906, when marks will be awarded according to the merit of their work, even though a pass may not have been obtained.

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The First Schedule of the Day School Code requires that all Pupil Teachers must receive instruction in Drawing in accordance with such a scheme; but in the case of Pupil Teacher Candidates who, for good reason shown, have not been able to complete a full three years' course either in Science or Drawing, marks will be allowed on a lower scale provided that at least one year of the approved course has been satisfactorily overtaken, and that the Candidates are duly presented as above.

Application to attend the Leaving Certificate Examination for the purpose of obtaining marks in Science or Drawing for the King's Scholarship Examination must be made through the Managers of the schools or classes in which Candidates are receiving instruction. Such applications should reach the Department *not later than 31st March, 1906*. The Department cannot guarantee that any application received after that date will be complied with.

Candidates who have been presented in Science or Drawing at any Leaving Certificate Examination previous to 1906 may be credited with the marks then awarded for their work. But any such candidates who have already obtained a pass in Science or Drawing at the Leaving Certificate Examination, by continuing their study of these subjects, and being duly presented in accordance with the above regulations at the Leaving Certificate Examination in 1906, may be awarded additional marks up to a maximum of 90 in the case of Science, and 80 in the case of Drawing.

C.—SPECIAL SUBJECT.

Gaelic. [80]—In addition to the marks obtainable under the the foregoing regulations, marks will be allowed for Gaelic :—

(1.) To candidates who are, or who have been pupil-teachers in any of the counties mentioned in Article 19 E. Scotch Code, and

(2.) To candidates who, not having been pupil-teachers, are shown to the satisfaction of the Department to have been under tuition at some centre of instruction within the specified counties for at least one year immediately preceding the King's Scholarship Examination.

All candidates must fulfil the following conditions :—

They must be presented at the Leaving Certificate Examination in Gaelic in June, 1906.

Marks will then be awarded according to the merit of their work, whether they be successful at the Leaving Certificate Examination or not.

Application to attend the Leaving Certificate Examination for this purpose must be made by the managers of the Schools, or other centres of instruction, at which the candidates have been in attendance, and should reach the Department *not later than 31st March, 1906*. The Department cannot guarantee that any application received after that date will be complied with.

Candidates who were presented in Gaelic at the Leaving Certificate Examination in 1905 may be credited with the marks (if any) then awarded.

Full particulars as to the scope and character of the Leaving Certificate Examination in Gaelic will be found in Circular No. 383, copies of which may be had on application to the Department.

Candidates should follow the orthography of the dictionaries of Macleod and Dewar, or of Maceachan.

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SCOTCH EDUCATION DEPARTMENT.

WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

July, 1906.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF ACTING TEACHERS.

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SCOTCH EDUCATION DEPARTMENT.

CERTIFICATE EXAMINATION, 1906.

NOTE.—It will be seen from the prefatory Note to the Code of 1905 that the subject-matter of Chapter III. of the Code is at present under Their Lordships' consideration, and it must therefore be understood that any references in the present Syllabus to the arrangements for the year 1907 are *provisional only*, and subject to alteration in the event of the Articles dealing with the Certificate Examination b ing revised before that date.

REGULATIONS.

1. The Examination of Acting Teachers for Certificates will be held on Tuesday, 3rd July, 1906, and three following days (*instead of on Monday, 2nd July, and four following days as originally announced*) at the following centres:—

ABERDEEN.	GLASGOW.	PAISLEY.
AYR.	GREENOCK.	PERTH.
DUMFRIES.	INVERNESS.	PORTREE (*if a sufficient number of candidates apply.*)
DUNDEE.	KIRKWALL.	
DUNFERMLINE.	LERWICK.	STIRLING.
EDINBURGH.	MOTHERWELL.	STORNOWAY.
ELGIN.	OBAN.	WICK.

2. The examination in first year's papers is open to candidates who are upwards of 20 years of age on the 1st October next following the date of the Certificate Examination, and otherwise fulfil the conditions of Article 47 I. of the Code.

3. The examination in second year's papers is open to candidates qualified under Article 47 II. (*b*) or 47 II. (*c*) of the Code.

Candidates who are serving as teachers in State-aided Schools may obtain admission to the Examination by making application to the Department through the official correspondent of their school. Such application must be made before 1st May 1906, on Form 147. A copy of this Form is sent to the Managers of every State-aided School, in or about the month of October in each year.

4. Candidates who, at the time of making application, are not teachers in State-aided Schools must be recommended by the Managers of the School in which they last served, and must apply before 1st May 1906, for permission to attend the Examination.

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5. Under the School Teachers' Superannuation Rules (Scotland), 1899, every candidate desirous of being examined in second year's papers, whether previously so examined or not, must forward to the Department satisfactory evidence of physical capacity and age. A list of the Medical Officers nominated by the Department, together with a form of medical certificate, will be sent to each candidate on or about 31st March. The medical examination must take place between 1st April and 1st June in the year in which the 2nd year's Certificate Examination is to be taken.

The evidence of age must be produced by means of the Certificate of a Registrar of Births and Deaths, and should be forwarded to the Department with the Form 147.

Candidates for 1st year's papers will be required to produce satisfactory evidence of physical capacity.

6. The subjects of examination are laid down in the following Syllabus, and are open to candidates of either sex unless otherwise specified.

7. The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

8. Candidates who do not obtain at least 25 per cent. of the maximum for MATHEMATICS, ENGLISH and COMPOSITION, NEEDLEWORK, PENMANSHIP, READING, SPELLING or TEACHING, will be held to have failed in the examination. These subjects are distinguished in the Syllabus by the letter (f).

9. Candidates will be informed by letter from the Department of the result of their examination.

10. Under no circumstances can information be afforded as to the result of the examination in particular subjects.

Candidates are recommended to make themselves acquainted with Articles 42–56 of the Scotch Code.

Copies of the papers set at the previous examinations, price 6*d.*, post free 7*d.*, and of the Scotch Code, price 4½*d.*, post free 6*d.*, can be obtained either directly or through any Bookseller, from Wyman and Sons, Ltd., Fetter Lane, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

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SYLLABUS.

1st Year.
1906.

FIRST YEAR.

1. OBLIGATORY SUBJECTS.

Reading (f) [50].

Candidates must read to H.M. Inspector at his visit to their school next before the Certificate Examination.

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read from (1) *Macaulay's "History of England," Chapter* I., and (2) *Tennyson's "Lancelot and Elaine."*

Teaching, Practical Skill in (f).

Candidates are required to teach a class in the presence of H.M. Inspector at his visit to their school next before the Certificate Examination.

Penmanship (f) [50] and **Dictation (f)** [50].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in the subject.

Pupils should be taught to write a firm, round, legible hand.

English (f) [100] + **Composition (f)** [50].

1. Parsing, Analysis, and the principles of Grammar.

2. An intelligent acquaintance with the language, style, and subject-matter of *Milton's "Lycidas," "L'Allegro," and "Il Penseroso,"* and *Ruskin's "Sesame and Lilies."*

(In 1907 the books will be *Sheridan's "The Rivals,"* and *Southey's "Life of Nelson."*)

3. To write plain prose upon a given subject.

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1st Year. 1906.

***MATHEMATICS (f).**—*Males* [200].

Two papers (100 marks for each) on the following :—

(*a*) ARITHMETIC.—The four rules as applied to whole numbers, vulgar and decimal fractions, with applications to practical problems, including approximate calculation.

(*b*) ALGEBRA.—Numerical interpretation of formulæ. Transformations. Equations of the first and second degree. Indices, surds, logarithms, ratio, proportion, progressions. Graphical Methods. Problems.

(*c*) GEOMETRY.—The main propositions in Euclid, Books I–IV., with deductions and constructions arising from them. Loci. Drawing to scale. Applications of Arithmetic and Algebra, including the mensuration of the Circle. Proofs will be accepted which appear to form part of a logical treatment of the subject.

N.B.—Male Candidates should bring to the examination protractor, compasses set squares, and a ruler graduated in inches and tenths and in centimetres and millimetres. Geometrical figures must be accurately drawn.

Females [100].

One paper on the following :—

(*a*) ARITHMETIC.—As for males (*see above*)

(*b*) ALGEBRA.—The numerical interpretation of formulæ. Simple transformations. Graphical representation of simple functions. Simple equations with one or two unknown quantities. Problems.

*NOTE.—*In the year 1907 and thereafter the requirements in Mathematics will be identical with those of the Leaving Certificate Examination, Lower Grade for Females, Higher Grade for Males. Candidates will have the option of taking the examination in Mathematics either in their first or in their second year. Those who pass in this subject in their first year will not be required to take it in their second year; in either year Female candidates may take the papers on Mathematics set for Males (in place of that for Females), and receive the extra marks therefor.*

Domestic Economy.—*Females* [75].

1. Food—its composition, function, and preparation.
2. Clothing and Laundry.
3. The Dwelling.
4. The Laws of Health and Sick Room Management.
5. The Feeding and Management of Infants and Young Children.
6. Household Expenses and Investment of Money.

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Needlework (f)—*Females* [75].

1. The repairing of any plain article of underclothing.

2. The drawing of diagrams on sectional paper of—

   A child's overall.

   A child's pair of drawers or a girl's gored petticoat.

3. The cutting out and making of one of the above-named garments, and the cutting out and making, by tacking, of one of the other garments.

Geography and Physiography.

1. An elementary knowledge of Physical Geography, comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides, Winds, and Ocean Currents.

2. The Physical, Commercial, and Industrial Geography of the British Empire.

Candidates may be asked to illustrate their answers by sketch maps.

See notes under History.

History.

1. A General knowledge of the most important events in British History, with dates.

2. British History from the Accession of Charles II. to the Accession of Queen Anne, with special reference to (*a*) constitutional questions; (*b*) military operations; (*c*) leading statesmen; (*d*) great authors.

Note.—For the adequate study of this special period candidates should consult one or more of the chief authorities.

N.B.—Candidates who have not previously passed in Geography or History at the Scholarship Examination, or whose qualification under Art. 79 does not include these subjects, must, unless they have obtained a pass at the Leaving Certificate Examination in English, including Geography and History, take these subjects at this Examination; and, unless they obtain at least 40 per cent. of the maximum for either paper, or, if they have to take both History and Geography, then 40 per cent. of the maximum for the two papers combined, they will be held to have failed in the Examination.

Candidates who passed the Scholarship Examination prior to 1897, or who passed the Certificate Examination in first year papers prior to 1898, but who failed in Geography or History, must take the subject or subjects at any subsequent Examination for Certificates.

Candidates who passed the Scholarship Examination in (or since) 1897, or the Certificate Examination in (or since) 1898, have duly qualified in Geography and History, and cannot take these subjects at any subsequent Examination for Certificates. This will not, however, entail any loss of marks.

These regulations will apply also to Candidates taking SECOND year papers who have not previously passed in Geography or History.

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II. OPTIONAL SUBJECTS

1st Year. 1906.

Music: THEORY ONLY [40].

Candidates are expected to have a knowledge of both notations.

NOTE.—Marks for Music are not given, unless the candidate obtain at least 30 per cent. of the maximum for the subject.

STAFF NOTATION.

1. Musical terms in common use.

2. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. Transposition from one major key to another.

3. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription of time.

TONIC SOL-FA NOTATION.

4. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. The standard scale of pitch and the relations (in pitch) of various keys.

5. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.

Languages [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

(Candidates are restricted to **two** languages.)

The papers will contain grammatical questions and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose. In the German Paper a few additional marks will be allowed for the use of German script.

NOTE.—*Candidates who fail to obtain at least 25 per cent. of the maximum for any language, will not be credited with any marks in that subject.*

Drawing and Science—See page 667.

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SECOND YEAR.

2nd Year.

1906

I. OBLIGATORY SUBJECTS.

Reading (f) [50].

Candidates must read to H.M. Inspector at his visit to their school next before the Certificate Examination.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read from *Macaulay's "History of England" Chapter I., and Milton's "Samson Agonistes,"* or from an unprescribed book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

Teaching, Practical Skill in (f).

Candidates are required to teach a class in the presence of H.M. Inspector at his visit to their school next before the Certificate Examination.

English (f) [100] + Composition (f) [50].

1. An intelligent acquaintance with the language, style, and subject-matter of *Shakespeare's "Richard II.,"* and *De Quincey's "Confessions of an Opium Eater."*)

(In 1907 the Books will be *Shakespeare's "Henry V." and Johnson's Lives of Milton and Dryden.*)

2. To write plain prose upon a given subject.

3. General knowledge of English literature in the nineteenth century.

(In 1907 the prescribed period will be *from 1600 to 1700.*)

School Management [100].

1. The training of the faculties of sense, memory, judgment, and reasoning; the order of their development and the mental processes they involve; the formation of habits and character.

2. The best methods of teaching the subjects of the Elementary School curriculum (Scotch Code, Articles 19 (*a*) 4–7).

3. (*a*) School organization and classification.

(*b*) School registers, the mode of keeping them, and of making returns from them.

4. The laws of health as applied to school premises, scholars and teachers.

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2nd Year. 1906.

5. Quick's Educational Reformers, chapters 13, 16, 17, 18, 19.

N.B.—Special questions will be inserted in the papers for Candidates who desire to obtain special recognition as teachers of infants. Such Candidates must, in order to obtain such recognition, complete their period of probation (Article 51) in Schools for Infants, or subsequently serve for not less than 12 months in such schools, and obtain from H.M. Inspector a recommendation based on the result of their work as Infant School teachers during that period.

***Mathematics (f).**—*Males* [200].

Two papers (100 marks for each) on the following:—

(*a*) GEOMETRY.—The main propositions in Euclid Books I.–VI., and XI., 1–21, excluding incommensurable quantities. Mensuration of the Common Solids. Drawing to Scale. (Proofs will be accepted which appear to form part of a logical treatment of the subject.)

(*b*) TRIGONOMETRY.—To the solution of triangles with the aid of logarithms. (A table of 4-place logarithms should be brought to the examination as well as the instruments mentioned hereunder.)

(*c*) ALGEBRA.—The work of the first year with permutations and combinations, binomial theorem, scales of notation.

Females [100]

One paper on the following:—

The work of the first year with quadratic equations, square root, problems.

Elementary properties connected with angles, straight lines, triangles, squares, rectangles, parallelograms and circles. Simple exercises in drawing to scale by means of instruments, with measurements and arithmetical calculations arising therefrom.

N.B.—All Candidates should bring to the examination protractor, compasses, set squares, and a ruler graduated in inches and tenths and in centimetres and millimetres. Geometrical figures must be accurately drawn.

Political Economy—*Males* [75].

Elementary Questions in Political Economy.

* NOTE.—*See Note to Mathematics for the First Year.*

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Needlework (f)—*Females* [75]. **2nd Year.**

One of the following exercises will be set:— 1906.

(*a*) An examination paper testing the Candidate's practical knowledge of the method to be pursued in teaching needlework to classes of children;

or,

(*b*) An exercise in cutting out and fixing the various parts of some garment.

The Second Year's course should include the following:—

1. The higher branches of plain needlework. These include tucking, whipping and feather stitching; the repairing of linen, print and woollen dress material.

2. (*a*) The drawing up of notes on lessons in needlework, in cutting out and in knitting.
(*b*) The working of sections of garments, and of needlework and knitting exercises, in illustration of the above-mentioned lessons.

3. The cutting-out in paper of garments suitable for making up by children in the Upper Standards, the garment to be half-size.

4. The drawing of rough diagrams on the blackboard in illustration of the difficult points in a needlework lesson.

GEOGRAPHY.
HISTORY. } See Notes to these Subjects on page 661.

II. OPTIONAL SUBJECTS.

Music.

Candidates are expected to have a knowledge of both notations.

NOTE—Marks for Music are not given, unless the Candidate obtain at least 30 per cent. of the maximum marks for the Subject.

(*a*) PRACTICAL SKILL [30]:—

(i) To sing a short example in time and tune.

(ii) To beat time to a passage to the syllable *doh* (or *lah*).

(iii) To give the names of a short series of notes (the chord of the key being given).

(*b*) THEORY [20]:—

1. The compass and registers of the voices of men, women, and children. General rules relating to voice training of children.

2. Musical terms in common use.

STAFF NOTATION.

3. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. Transposition.

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2nd Year. 1906.

4. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). Transcription of time.

5. Translation into Tonic Sol-fa Notation.

Tonic Sol-fa Notation.

6. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge notes, and distinguishing tones.

7. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation. Transcription by halving or doubling values, &c.

8. Translation into Staff Notation.

Languages [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

(Candidates are restricted to two languages.)

The papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose. In the German paper a few additional marks will be allowed for the use of German Script.

Candidates who take French or German will be required to read (not translate) easy French or German narrative to H.M. Inspector at his visit to their School next before the Examination, and unless a reasonably high standard is reached, a deduction will be made from the marks obtained for the written paper. On the other hand, marks will be added in the case of candidates who do well in this test.

NOTE.—*Candidates who fail to obtain at least 25 per cent. of the maximum for any Language will not be credited with any marks in that subject.*

GRADUATES.

Graduates 1906.

NOTE.—*Article 47 II. (c).—Their Lordships must be satisfied as to the adequacy of the* preliminary *course of training undergone by the candidates. They will also look narrowly into the answers given to the questions in the two papers set for these candidates, and will require evidence of a sound knowledge of the first principles of teaching.*

(1.) The Examination of Candidates admitted under Article 47 II. (c) will commence at 10 a.m., and will be completed at 5.30 p.m. on Wednesday the 4th July, 1906.

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(2.) The *papers set will be (*a*) the School Management paper (*see* pages 9 and 10), and (*b*) a special paper for graduates, which will include questions to test their knowledge of elementary subjects and the methods of teaching them. 1906.

* The Department may accept in place of the above papers—

A certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of Education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them—*see* Article 48 (*b*).

FOR CANDIDATES OF EITHER YEAR.

DRAWING AND SCIENCE.

Marks will be awarded for satisfactory work at organised courses of instruction conducted under Article 91 (*d*) of the Code—or specially †approved by the Department as equivalent, for the award of such marks, to a course conducted under Article 91 (*d*)—in the following subjects :—

A. *Physics and Chemistry.*

*B. *Any branch of Biology.*

C. *Drawing.*

D. *Navigation.*

The maximum marks for Drawing or Science can be obtained only when the Course or Courses of instruction attended extend to not less than three years of study.

Marks for Science and Drawing are also awarded for successful work in those subjects as tested at the Leaving Certificate Examinations, even though the Candidate may have fallen short of the standard required for a pass, but the *maximum* marks cannot be obtained unless such work has been supplemented by subsequent attendance at Courses under Article 91 (*d*).

* Students claiming marks in respect of attendance at a course under B will, as a rule, be expected to give evidence of previous attendance and satisfactory work at a course under A, and when this condition is not fulfilled the marks awarded may be reduced.

† Candidates who propose to attend a course of instruction, other than one conducted under Article 91 (*d*) of the Code, should carefully ascertain from the managers whether it has been specially approved by the Department for the purpose of the award of marks at the Certificate Examination. No marks can be allowed if the course has not been so approved.

NOTE.—In special circumstances, where a candidate has been unable to qualify for marks under the above regulations, marks for DRAWING may be allowed in respect of passes obtained PRIOR TO 1902 at the local examinations in that subject.

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PART IV. OF APPENDIX.

CONTINUATION CLASSES.

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CONTINUATION CLASSES.

GENERAL REPORT *for the year* 1905 *by* A. E. SCOUGAL, ESQ., M.A., *His Majesty's Senior Chief Inspector of Schools, on the* CONTINUATION CLASSES *in the* SOUTHERN DIVISION OF SCOTLAND.

MY LORDS,

I have the honour to present to Your Lordships my second General Report on the Continuation Classes of the Southern Division of Scotland.

I have not had an opportunity myself of seeing much of the work of those classes; but my colleagues have favoured me with lucid Reports. I shall state a few facts, based on my own observation and on the information supplied by H.M. Inspectors, and shall then, in corroboration of my statements, quote from the Reports before me as fully as space will permit.

Purpose of Continuation Classes.

The aim of Continuation Classes is (1) to provide further elementary instruction for young persons who have left the day school with an incomplete elementary education (Division I.); (2) to afford opportunities for specialized instruction to those whose elementary education may be considered complete, and who desire to study subjects bearing on the occupations in which they are engaged or intend to engage, or to prepare themselves for the more highly specialized training given in Technical Colleges (Division II.); (3) to secure for those who cannot attend a Technical College an advanced and well graduated course of training such as a Technical College might offer (Division III.); (4) to supply the means of recreative or artistic training to those who are engaged in a course of study under any of the heads already mentioned (Division IV.)

Aim defined in the Code.

The purposes for which Continuation Classes should be instituted are clearly indicated in the Code (which, however, is too seldom studied with sufficient care by Managers and Teachers) and the matter is well put by H.M. Inspector Dr. Dunn in his contribution, from which I shall quote on a later page of this Report. But the remarks made above and those made by Dr. Dunn give only the merest outline of the possibilities that exist under the Continuation Class Code. If full advantage were taken of its provisions, a very complete system of technical instruction could be set up in nearly all parts of Scotland—certainly in all centres of population—at a comparatively small expense to each locality. If the guidance given by the Code were followed to its full extent, and if full advantage were taken of the financial support offered, young men and women in most parts of the country would have opportunities of

Dr. Dunn.

Utility of Continuation Classes not yet fully appreciated.

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securing a scientific training in the principles of the arts and crafts in which they are employed, or hope to be employed, almost as effective as the training available to those who are within easy reach of fully equipped Technical Colleges. What is really necessary now, to make the Code a boon to the industrial and commercial community, is local initiative and enterprise. On a perusal of the Reports of H.M. Inspectors one is struck by the small extent to which the possibilities that exist under Division III. have as yet become actualities. Division III. is probably the most important part of the Code.

Too few Division III. Classes.

Division I. Classes should gradually decrease.

If the end kept in view in the Day School Code were entirely secured, the need for classes under Division I. would disappear But the expectation that Division I. classes may soon become quite unnecessary is probably utopian. Even when managers, teachers, and parents have all done their duty to the best of their ability, many children will still leave school at fourteen with an imperfect education. Causes which cannot be controlled will probably always prevent the perfect realization of the ideal; but we may confidently expect that the need for Division I. classes will grow less and less. In the Southern Division of Scotland there are still too many Division I. classes, and too few classes in Divisions II. and III. The Reports, however, from most of the districts make it clear that there is movement in the right direction, and from H. M. Inspector Mr. Jamieson's remarks it is apparent that Division I. classes will soon occupy only a small part of the field in the city of Edinburgh.

Total disappearance of Division I. unlikely.

Fewer Evening Classes than formerly.

Most of my colleagues dwell on the diminution that has taken place in the total number of Evening Classes since the introduction of the Continuation Class Code of 1901. This diminution is probably not an evil. Under earlier Codes there was sometimes a temptation to open classes in cases where the need for them was somewhat fictitious, and to crowd the work into a session of, perhaps, six weeks. In such cases the educative effect of the classes was probably slight. Under recent Codes, when classes do exist, better work is done. An increase in the number of classes held is now noticed in some of the districts of the Division. H.M. Inspector Mr. King says the depression which overtook those classes in rural districts is at last disappearing; but H.M. Inspector Mr. Clark comments on a further depression in Perthshire during the past year.

But better work now done.

The shortening of the Session.

Some Inspectors urge the adoption of a shorter session in rural districts. The shortening of the normal session is already permissible under the Code, if the sanction of Your Lordships is obtained. There are arguments both for and against a shorter session. On the one hand, it is, no doubt, better that young people should be under instruction for, say, fifteen weeks in the year than that they should not be under instruction at all. On the other hand, the effect of a very short period of instruction is usually very evanescent; and the mere fact that young

Reasons for and against.

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people are kept under discipline for a fairly long period is important. A general shortening of the session would involve a return to the very imperfections from which recent Codes have sought to break away. The present system, whereby each application for a shorter session is considered on its merits, seems to work well—if all rural Managers and Teachers would make themselves acquainted with the fact that such applications will be favourably considered on good cause shown.

Town and Country classes contrasted.

In the Southern Division as a whole, town classes are much more successful than country classes. This fact is mentioned in several Reports, and H.M. Inspector Mr. Jamieson dwells on it. Some of the reasons for this are indicated in the quotations which I shall give.

Regularity of Attendance in Edinburgh.

The Continuation Classes in the city of Edinburgh have been for several years conspicuous for regularity of attendance, and in the past year their reputation for this merit has been well maintained. This fact is brought out in the careful notes prepared by Mr. Crombie which Mr. Jamieson transmits. Regularity of attendance is a matter on which the Edinburgh Board has concentrated much attention, and the means taken seem certainly to have been effective.

The Residue Grant.

H.M. Inspector Dr. Macnair, to whom falls a very large and important share of the Continuation Class inspection, shows how the shrinkage of the Residue Grant injuriously affects the expansion of some parts of the work. No doubt, even a shrinkable grant is better than no grant; but it would be desirable that provision should be made for this phase of educational activity from some source of revenue which is not so liable to shrinkage.

Heriot-Watt College and correlation of effort.

Dr. Macnair speaks hopefully of the development of Technical Instruction in the Edinburgh Heriot-Watt College and of the correlation of effort that has been secured between the College and the classes controlled by the School Board of Edinburgh. This is a very important arrangement, which, if extended further, will prevent overlapping and waste.

Inequalities of work.

There are also in Dr. Macnair's Report some important remarks about the inequalities in respect of efficiency that exist among Continuation Classes in the Division. To remedy this defect he urges the institution of Summer Courses for teachers of Science and of Technical Subjects. The importance of the best qualifications and of professional aptitude in the teacher, especially in these classes, is emphasized also by Mr. Jamieson, whose remarks I shall quote.

Methods.

Dr. Dunn, in an exhaustive Report, deprecates the employment in Continuation Classes of day-school methods of instruction, as tending to repel the students. This is a difficult question. If day-school teachers are employed, the employment of day-school methods is to a certain extent inevitable. The employment of day-school teachers, especially in Division I. work, seems likewise to be inevitable, and to a certain extent

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desirable. While Dr. Dunn and other Inspectors bear witness to the excellent work done by experts who are not professional teachers, it is by no means certain that the whole of the Continuation Class instruction in the country could safely be entrusted to men and women, however accomplished and zealous, who have had no professional training as teachers. The co-operation of professional teachers and of experts who are engaged during the day in the practical application of the subjects studied in Continuation Classes seems, on the whole, to work exceedingly well.

The study of English. Dr. Dunn also makes some interesting remarks on the study of English, and he utters a much needed warning about the incompleteness (in some schools) of instruction in Practical Geometry. Regarding the study of English, dissatisfaction is expressed also in H.M. Inspector Mr. Millar's Report. It is clear that many teachers have not yet broken away from the "Standard Reading Book" method of dealing with this very important subject.

Vocal Music. Dr. Dunn, Mr. King, and Mr. Clark regret the small extent to which Vocal Music enters into the Continuation Class curriculum. The work of the classes might be enlivened and the musical education of the country might be greatly improved, if full advantage were taken of the easy regulations which the Code lays down.

Technical Education Committees. Witness is borne in reports to the stimulus given to Continuation Class work by the action of the Technical Education Committees of the County Councils of Fife, Kinross, Linlithgow, Perth, and Stirling. If, however, the funds at the disposal of those Committees diminish, the stimulus will be weakened.

Cookery. Some of my colleagues speak of the success of classes in Cookery, and their remarks are fully corroborated by the Report of Miss Crawford, Inspectress, of which I shall quote the substance. It is not improbable that it might be well in the near future to make regulations whereby all instruction in Cookery to which state recognition is accorded should be given under the Continuation Class Code. There are difficulties in the way, but the difficulties do not seem to be insurmountable. The Cookery rooms provided in so many of the large schools need not be discarded: they could be used for Continuation Classes. The teachers of this subject need not be deprived of their situations: their services would be required under the Continuation Code. The classes need not be held in the evening only: any hour during the day would be legitimate in cases where day classes seemed to be preferable (Continuation Class Code—Note iii.). The numbers receiving instruction throughout Scotland need not be smaller than the numbers that receive instruction at present in Day Schools and in Continuation Classes combined. In the larger centres of population, at any rate, provision could easily be made for all those who really desired instruction. If some classes were held during the day and others in the evening, the convenience of girls and of young women of different ages and

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belonging to different classes of the community would be easily met. The advantage of the arrangement suggested would be that the students would be at an age when they would learn more quickly than children of twelve do, and would better appreciate the instruction which they received; at an age, too, when they would be more likely to have opportunities at home for putting into practice the lessons which they were learning.

Mr. Millar transmits a very careful and complete Report, covering the whole range of Continuation Class work, prepared (in consultation with him) by Mr. J. Wilson, Sub-Inspector. The Report is too long to quote *in extenso*, and the parts are so closely connected that the extraction of passages is not easy. A few interesting extracts, however, will be given. *Mr. Millar's Report.*

As I have indicated already, the kernel of genuine Continuation Class work is to be sought in Divisions II. and III.; and as Dr. Macnair has the largest responsibility for the inspection of classes in these divisions, I shall quote his remarks first. I am able to give his contribution practically intact. *Dr. Macnair.*

Southern Division (Science and Art Work).

Dr. Macnair reports:—

"While the past session has shown steady progress in the direction of greater efficiency, it cannot be said that the advance has been so great as might have been hoped for. Two principal factors have combined to dissuade local authorities from increasing their expenditure—first, the uncertainty produced by the introduction into Parliament of the now defunct Education Bill of 1905, and second, the continued shrinkage of the residue grant. The latter phenomenon, being the result of a gradual diminution in the amount of whisky consumed by the country, should naturally be a subject of congratulation; but, however desirable such a reduction may be in itself, it is unfortunate, to say the least, that the indirect result of the growth of temperance should be to diminish very seriously the all too scanty funds which Parliament has entrusted to the County Councils for the encouragement of technical education. The effect of this falling off in the residue grant has been shown in the abandonment of some of the classes formerly carried on by the Fife and Linlithgow County Councils and in the shortening of the session of others, as well as in a general disinclination to spend money on improving the equipment of the classes or providing additional apparatus for experimental work. The effect of the introduction and withdrawal of the Bill of 1905 on the policy of the School Boards has been similar, and beyond carrying on what was already in operation but little has been done as a rule. No new Division III. centres have been recognised and no new buildings for technical instruction have been begun. On the other hand, the provision of laboratories for Higher Grade schools has been taken advantage of to secure better facilities for evening classes in engineering subjects, and in one or two cases existing classrooms have been adapted for use as mechanical laboratories.

"Some progress has been made in the direction of securing better correlation between the different centres. In Edinburgh the arrangement between the Heriot-Watt College and the School Board continues to work satisfactorily and with very good results. The standard of work in the technical classes under the School Board is being rapidly improved, and it is not too much to hope that in a few years the College may be able to follow the example of the Glasgow Technical College and abolish its elementary classes in such subjects as mechanical drawing, building construction, and mathematics, thus leaving the staff free to provide still better facilities for advanced instruction. In the country districts it is naturally more difficult to secure co-operation between different centres;

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but the establishment of electric tramways in some of the districts (*e.g.*, Kirkcaldy and Falkirk) promises to be a very valuable aid.

"No one can visit many of the continuation classes without being struck by the enormous variations in the quality of the instruction. A large proportion of the teachers have had no training in method, and few have any means beyond private study of keeping their knowledge up to date. In these circumstances it is not surprising that the standard of work often falls pretty low. It is most desirable that some means of providing training and opportunity for advanced study for teachers of continuation classes should be provided, and I know of no better plan than the establishment of summer courses at the large towns, where selected teachers might have a short course of instruction lasting three weeks or a month. The instruction might fall under two principal heads —first, a review of the most recent advances in the subject dealt with, and second, a criticism of the best methods of teaching it. The first part would be best dealt with by a professor or lecturer of one of the central institutions, while the second might more profitably be entrusted to teachers of continuation classes selected for their success in dealing with classes under existing conditions. Such a scheme would cost a good deal of money, for it would be necessary to pay travelling expenses and partial maintenance to the students; but its effect in raising the standard of technical instruction throughout the country would be very great. The present summer courses at South Kensington correspond in some degree to the plan I have sketched, but they do not provide sufficient places, and the courses of study are frequently unsuitable for Scottish teachers."

Edinburgh (part), Haddington.

Mr. Barrie. Mr. Barrie reports:—

"In the towns Division I. classes are gradually getting smaller; but in country districts the work is still mostly confined to that Division. The main difficulty in connection with the starting of Division II. classes in rural districts is the securing of properly qualified teachers for special classes, and it is not easy to see how this difficulty can be overcome."

Fife.

Dr. Dunn. Dr. Dunn reports:—

"The purposes for which continuation classes are instituted are threefold: first, to meet the requirements of exempted children, and to qualify for presentation in Divisions II., III., and IV. of the Code; second, to extend generally the education received at the day-school; and third, to impart special instruction bearing upon the actual or contemplated occupations of the pupils. As regards the first aim, it may be said that as the number of exempted children in the Fife district is, with a few exceptions, not unduly large, the necessity from this point of view for Division I. classes is not very urgent; as regards the second, the number of those who attend the classes from a simple desire to advance their educational attainments without regard to specific qualifications is far from being as large as it should be; but for the third purpose the number of pupils is large, and their industry and earnestness are conspicuous.

"In many cases the ordinary School Reading-books are employed. This is in most cases, I think, inadvisable, not because the pupils find them too easy, but because they suggest the familiar routine of the day-school. It would probably be better to use one of the cheap reprints of good and entertaining literature now so abundant. There is no dearth of literary material when "Treasure Island" can be bought for sixpence. It would also be useful for the pupils to follow the teacher's reading of passages from the book. In this way much tedious bungling and correction would be avoided, and the pupils would not be so painfully impressed by their own inferiority. Such a practice would be analogous to a scholarly translation of a classical masterpiece on the opposite page—an expedient which has never been detrimental to an earnest student.

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"As regards the subject-matter there is, I think, too much questioning and too little exposition. Explanations of the more difficult words, and a running commentary on the general sense of the passage would be both suggestive and interesting. When pupils reach a certain age it is discouraging and humiliating for them to have their defects rendered too prominent by the familiar day-school tests. To awaken interest is to inspire personal effort. The teacher might with advantage read aloud from time to time interesting extracts, a scene from a play, an episode from a novel, an incident of travel prefaced by the necessary explanations. In this way the pupils would get a glimpse of the pleasure to be derived from reading, and once this pleasure has been tasted mechanical difficulties are readily surmounted.

Subjects of Special Qualification.

"These are (exclusive of subjects coming under the Science and Art category) Book-keeping, Commercial Correspondence, Type-writing, Cookery, Laundry-work, Dressmaking, etc. All these subjects may be said to be most efficiently taught and with a strict reference to practical requirements. Some of them, such as Geometry, French, and German, have a considerable bearing upon general culture and are in some cases studied with this view, but in most cases the methods and materials have a practical outlook.

1. The Group of Commercial Subjects.

"These consist of Book-keeping, Business Correspondence, Type-writing, and Shorthand. As a rule these subjects are taught by specialists engaged for the purpose, though in some instances the school teachers possess the requisite technical knowledge and are able to apply it. I have been impressed by the surprisingly efficient manner in which the specialists discharge their duty, because in most cases they have had little or no experience in teaching. But thorough knowledge of a subject on the one hand, and avidity to learn on the other, form an excellent foundation for success. Moreover, the instruction given is properly graduated and systematised by the use of well-arranged text-books. I cannot refrain from mentioning the Kirkcaldy School of Shorthand as a model of efficiency in the teaching of this subject.

2. The Domestic Group.

"This comprises Cookery, Laundry-work, Dressmaking. As regards Cookery, which is a very favourite subject, the instruction leaves little to be desired, except as regards accommodation and equipment. Some of the School Boards, however, provided premises admirably adapted both for day-school and continuation-school work. I may mention Kinghorn, Kelty, and Auchterderran schools in this connection. The classes organised by the County Council Technical Committee claim special mention; for though the premises are often defective, being merely a room in a public hall temporarily adapted for the purpose, the teaching is so good that the incidental disadvantages are largely minimised. I had the satisfaction of visiting almost all the Cookery classes in the district, and the results of my observation were that the cookery is of a practical character, and does not deal with *recherché* dishes which the pupils will have subsequently no occasion to prepare, and that in most cases care is taken to explain the *rationale* of the culinary processes involved. The pupils have note-books in which they write down the successive steps of the operation; but it is matter for regret that in consequence of the absence of desks these notes are usually pencil-written, and it appears to be difficult to get the pupils to write out a clean copy in ink for future reference. In some cases also the demonstration lessons are too few. There appears to be no difficulty in disposing of the articles cooked; they are purchased by the pupils at cost price. For lack of suitable accommodation the Laundry-work is more limited in extent, but where it is taught it is well taught. Dressmaking is, as a rule, very efficiently taught according to some approved system. The Dunfermline Queen Anne, Aberdour, and Auchtermuchty classes for this subject appeared to special advantage.

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3. GEOMETRY.

"The teaching of Geometry follows modern methods, but from the view of its ultimate application to practical work it is too much confined to measurements and mechanical processes. The reaction from Euclidean Geometry has taken too extreme a form. Even the practical measurements move within too narrow a groove. For example, I have never seen an attempt to demonstrate by actual measurement the relation of the radius to the circumference of a circle, though this can be done with a very close approximation to the geometrical equation. At present, however, the entire subject is being more or less tentatively handled, and in course of time the reconciliation of theory and practice will no doubt be effected.

CONCLUDING OBSERVATIONS.

"On the whole the character and materials of the instruction given in the continuation classes appear to be too exclusively determined by purely utilitarian considerations, and it is to be regretted that pupils cannot in larger numbers be induced to attend these classes unless they have some particular object to gain. The love of knowledge for its own sake, the humble and sincere desire to develop and elevate the intellectual powers, even the appetite for literary or æsthetic enjoyment, seem to be motives of little impelling force. A subject like music is neglected because it has no direct and profitable application to future occupations One can only hope that the instruction imparted may have the incidental effect of widening the intellectual horizon of the pupils, and that the teachers may contribute to this result by conveying instruction in such a way as to inspire a disinterested love of literature, science, and art.

Roxburgh, Berwick, Selkirk, Peebles.

Mr. King reports:—

Mr. King.

"During the past session (1904–5) Continuation Classes were conducted at 19 centres, an increase of 6 on the previous session. The increase is fully maintained in the session which is about to open. It would seem that the depression which has overtaken these classes in rural districts is at last disappearing. The concession in deserving cases of a shortened session accounts in part for the improvement. In many rural districts the farm labourers are only free to attend when the long nights shorten the hours of work.

"There were 13 schools providing instruction in Division I.; 15 schools had one or more classes in Division II.; while at Hawick and Galashiels the courses extended into Division III. In no case was any attempt made to organise classes under Division IV.

"The work of Division II. is admirably organised in Hawick and Galashiels; the numbers in attendance and the enthusiasm of students and teachers are very gratifying. The work in the smaller towns is less fully organised, but the instruction in commercial subjects is good all over. Cookery and other subjects suitable for girls should receive greater attention at Innerleithen, Selkirk, Kelso, and Melrose.

"It is much to be regretted that nowhere in the district is any use made of the attraction which Music provides. As the limit of numbers in classes in Vocal Music is not unduly low, it can scarcely be said that the Code is responsible for this state of affairs."

Edinburgh (part), Linlithgow.

Mr. Jamieson reports:—

Mr. Jamieson.

"During the past year I have visited a considerable number of the principal Continuation Class centres. A larger part of the work has been undertaken by my junior colleagues. I shall quote very clear notes furnished by Mr. Crombie and Mr. Robb. The opinion of Mr. Peck, who did a large part of the work and was greatly interested in it, is not now available.

"In dealing with this section of our work the following facts have chiefly impressed me:—

"(1.) In the City of Edinburgh very marked progress has been made during the past two years, though there is still much to do.

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"(2.) The pupils entering Division II. classes have now a better previous education. There is also a shrinkage in the Division I. classes. In the city, Division I. classes will soon almost disappear.

"(3.) The attendance in the city classes is exceptionally good. The interest which the pupils take in their work is much greater than that which I have observed in other districts.

"(4) The Edinburgh Board's selection of teachers has been very judicious, and the provision of teaching power and of equipment is creditably liberal.

"(5.) In rural parishes the condition of Continuation Class work is much less promising, though there are some exceptions.

"(6.) In this kind of work even more than in Day Schools the teacher makes or mars the class. There are cases where all the circumstances of the locality and of the pupils render the success of a class unlikely; yet the class is successful in spite of circumstances, because the teacher has the gift of maintaining the interest of his pupils, of winning their regard, and of awakening an *esprit de corps*. The pupils have reached an age when they can appreciate character and efficiency better than young children can. As a rule, they are under no compulsion to attend; and, unless the teacher can keep up their interest, they soon cease to attend. The selection of teachers for Continuation Classes thus becomes a very important matter.

"Mr. Crombie contributes the following remarks :— *Mr. Crombie.*

'The Continuation Classes in the Edinburgh city schools present a record, for the past session, of quiet and steady progress along the modified lines which were adopted in the previous year. Few changes require to be noted, but there are several features of interest to which allusion may be profitably made; and there are many indications of an upward tendency towards the realisation of the place and function of such classes in the general scheme of Scottish Education. While the Continuation Class Code lays down with great clearness the practical nature of the aims of Evening work, and furnishes, on broad lines, the general conditions and methods which are to be observed, there is, at the same time, a sufficient amount of elasticity in its requirements to allow to big centres of population a development of classes on lines most suited to the particular industries and requirements of the locality. Hence it follows that the Edinburgh classes possess what might be called characteristic features due to this local colouring.

'Regularity of attendance has always been a conspicuous feature of the Edinburgh Evening Classes, and the past session is no exception to the rule. There is, indeed, a healthy emulation among the various centres in this respect, and each school can show a large proportion of its pupils with a 'perfect' attendance record.

'The *Division I. Classes* are still numerously attended. There are signs, however, of steady diminution, and it is to be hoped that, in the near future, fewer and fewer pupils will require to take this course before their admission to a Division II. class. The proportion of pupils with markedly inferior attainments is also on the decrease, and there is ample evidence in these classes of genuine and solid progress. The stimulus to exertion furnished by the Certificates of Proficiency granted at the end of the Session has a healthy influence on the work. The School Board have appointed Assessors to control the award of these Certificates. The qualifications of the candidates are tested by a written examination towards the end of the session. This final test, however, should only be regarded as a factor in the estimate, stress being placed on the periodical tests and work done by the pupils throughout the session.

'*Division II. Courses.*—Of these courses, the Commercial Course is very popular. Care is taken to make it as useful and practical as possible. There are generally on the staff for this work one or more teachers who are business men, and who bring their practical knowledge to bear with effect upon the instruction. The Shorthand and Typewriting classes are successfully conducted. Typewriting, it may be noted, is only given to those who have made considerable advance in the study of Shorthand. The numerous successes secured in the latter subject at the examinations under the Scottish Phonographic Society are highly creditable to all concerned.

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'The English Course is also a popular one. Though not partaking to the same extent of the intensely practical nature observed in the other courses, it is exceedingly useful in connection with a great number of occupations, where fair attainments in composition and arithmetic are of essential importance.

'The Industrial Courses for Girls are numerously attended. A Course may consist of two or more subjects selected from the following: Cookery, Needlework, Dressmaking, Domestic Science, Millinery, Laundry Work. These courses are very well organised, the premises are suitable and well equipped, and a particularly strong staff of teachers is provided. In the Dressmaking Classes, for example, one mistress is allowed for every fifteen pupils. In most respects also the provision of sewing machines is fairly adequate.

'There is this year a closer connection between the Continuation Classes and the Central Institution—the Heriot-Watt College. An arrangement has been made whereby pupils possessing Certificates of Proficiency in a Division II. Course are admitted to the more advanced classes in the corresponding subjects conducted in the Central Institution. This co-ordination is of the utmost importance, and its development will be watched with interest.'

Mr. Robb. "Mr. Robb furnishes the following notes:—

'Continuation Class work was carried on in thirty-eight centres in the district. Of these, twenty were in the city of Edinburgh, seven in small towns, and eleven in villages of moderate size.

'The work done in the city was superior in kind, quality, and organisation to that of country districts. The Edinburgh School Board has now introduced a certain amount of centralisation, several schools being devoted exclusively to the work of Division II. Every inducement is given by the Board to secure regularity of attendance, and in some cases so high a percentage as 97 was reached for the session. In very many cases pupils come to the classes under circumstances that do them infinite credit, sempstresses direct from the workshop, message-boys straight from their business premises often with but the semblance of a meal since mid-day.

'In the country schools matters are unhappily different. The conclusion one is forced to is that where the teacher is enthusiastic and earnest the work is good, but in too many cases it is only an apathetic handful of wearied students one finds at the close of the session. This is especially true when the overburdened day-school teacher ekes out his income by evening work. It is not a case of competing local interests, nor of lengthening days, but simply of the jaded worker. Classes taught by experts are usually more successful. The Linlithgow County Council organised several excellent courses in Dressmaking and Cookery, taught by visiting experts."

"In several localities outside of this district there does not seem to be a sufficient provision of Supplementary Courses. In Edinburgh continuation classes I have come across a considerable number of pupils whose parents had recently moved to the city. These scholars were quite well educated; they came often from fairly large country schools or from schools in important villages; yet they had no Merit Certificates, because there were no Supplementary Courses in the schools from which they came. They were clearly pupils who would easily have gained Merit Certificates. This state of matters seems to indicate a short-sighted policy on the part of Managers in those localities, and it is hard on those pupils."

Stirling, Clackmannan, Perth (part), Kinross.

Mr. Millar reports:—

Mr. Millar. "English as a special subject is unfortunately seldom professed. This session it was taught in only five schools. Teachers account for its absence by saying that pupils look upon English as a 'dry' and uninteresting subject. Perhaps the fault lies at the door of the teachers themselves, who have hitherto failed to make it sufficiently attractive. The class in Larbert Central School was exceptionally well attended and well taught. Since Free Libraries are now so common it is a pity that more is not done to encourage the study of English.

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"Physical drill and various forms of gymnastics found a place in eight schools, in each of which the equipment was very satisfactory. It was noticeable that the inclusion of physical drill in the curriculum frequently gave a fillip to regularity of attendance, while in more than one school the increased enrolment was attributed to this cause.

"The chief thing which continues to hamper progressive work in the continuation school is the irregularity of the attendance, particularly in the latter half of the session, when the days begin to lengthen and interest in the studies begins to flag. But even in the matter of attendance some improvement is observable. Entertainments to stimulate regular attendance are less common than they were. Occasionally the session closes with some enjoyable social function. Of much more value is the opening of the session with a gathering at which the prizes gained in the previous session are distributed. That prizes, generally procured through local subscription, do some good is undeniable. They undoubtedly stimulate competition, and consequently regularity of attendance.

"School Boards, through their teachers, are as yet slow to grant certificates under Articles 70 and 71. This is short-sighted policy, as a considerable number of pupils fail to secure enrolment for Division II. branches through lack of qualification under Article 12 II. (*b*). However, this state of matters will improve as the need of such certificates becomes more and more felt."

Perth (part).

Mr. Clark reports:—

Mr. Clark.

"The past year has witnessed a still further decrease in the number of continuation classes. Instruction was given at 24 centres, as compared with 30 in the preceding year. Classes under Division I. were held at 9 centres, under Division II. at 22, under Division III. at 2, and under Division IV. at 3.

"The classes in Dressmaking, Needlework, and Remaking of Garments again formed the main attraction at Perth Caledonian Road Public School. The enrolment was 356, 477, and 223 respectively. There was a danger of these classes developing into glorified Dorcas meetings, but a re-organisation has been effected which will secure that the educative aim is more prominently kept in view. The Cookery, Laundry, and Millinery classes were taken advantage of by a fairly large number of the students. The industrial classes are an undoubted boon to the community, and the diligence both of the teachers and of the students is worthy of high praise. It is matter for regret that so few take up the study of English.

"In the country the continuation classes are manifestly on the wane. But for the grant given by the Technical Education Committee, it is probable that the number would have been even smaller. The reluctance of Managers to burden the rates with the expenses of continuation class work, and the heavier demands of the Code in respect of attendance have contributed to the gradual decline. With regard to the latter factor I found that some teachers had not made themselves sufficiently conversant with the Code to know the footnote to Article 6. In districts where the classes are mainly composed of pupils engaged in out-door labour, the attendance begins to fall off as the days lengthen, and a shortened session is a distinct advantage."

Southern Division (Cookery and Laundry Work).

Miss Crawford reports:—

Miss Crawford.

"In town schools the classes for domestic subjects are mainly composed of young girls, whereas in the village and rural schools older pupils, many of them married women, attend. Many of these classes have lately been held in the afternoon at an hour more convenient for mothers and pupils from a distance than the evening hour.

"Continuation classes for domestic subjects prove an inestimable boon in many ways. Young girls no doubt are often attracted to them by the comfort and warmth of the class room; but to many they afford the only

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opportunity of acquiring some knowledge in the preparation and cooking of food, previous to undertaking the responsibility of a household. In many instances, also, the continuation class is the only training ground for girls entering domestic service.

"The short courses sanctioned by the Department and carried out by the Fife County Council during the past year proved a success. The pupils made the necessary number of attendances by meeting oftener than twice a week. This privilege afforded a unique opportunity to many women and girls engaged in rural pursuits, as it is only for a few weeks in summer they are at liberty to take advantage of any class. The attendance throughout the course was well maintained, and much progress was noted on two successive visits.

"Laundry-work has not proved a popular subject in the classes of this division. The numbers become gradually smaller as the course advances, and either the class collapses or it is carried on with a very small remnant of pupils."

CENTRAL INSTITUTIONS.

(ARTICLE 87.)

Of Central Institutions conducted under Article 87 of the Continuation Class Code there are in the Southern Division three—the Edinburgh Heriot-Watt College, the Edinburgh and East of Scotland College of Agriculture, and the Leith Nautical College. Information as to the work and progress of these Institutions during the past session is furnished in the Reports of their respective authorities which are printed as an Appendix to this Report.

Edinburgh Heriot-Watt College.

With regard to the Heriot-Watt College the Report furnished by the College Committee of the Heriot Trust, and the remarks of Dr. Macnair which I have already quoted, make clear, I think, the following points:—

(1) The College is now concentrating attention more and more upon genuine higher technical work. This policy is wise. Much of the work which the College formerly did, and which it conferred a boon on the community by doing, can now be equally well done in outside classes conducted under Divisions I. and II. of the Continuation Class Code.

(2) The College is in a more prosperous state than ever, notwithstanding slight fluctuations in numbers, and this prosperity is likely to be increased by adherence to the above-mentioned policy.

(3) The reputation of the College is being enhanced by the original work done by members of its staff, and by the success of its former students.

Edinburgh and East of Scotland College of Agriculture.

The Edinburgh and East of Scotland College of Agriculture is undergoing rapid and very extensive development.

I recently had the pleasure of inspecting the premises of this College (13, George Square, Edinburgh) as enlarged and improved. The Governors are to be congratulated upon the convenient, complete, and admirably equipped premises which they now possess.

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The Leith Nautical College is a useful and prosperous institution. It continues to give very satisfactory proof of efficiency in its special line of work. Leith Nautical College.

I cannot conclude this Report without expressing my great indebtedness to my colleague Mr. Jamieson for the help he has afforded me in the preparation of it.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

A. E. Scougal.

To the Right Honourable

The Lords of the Committee of Council

on Education in Scotland.

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GENERAL REPORT *for the year* 1905 *by* A. R. ANDREW, ESQ., M.A., *one of His Majesty's Chief Inspectors, on the* CONTINUATION CLASSES *in the* WESTERN DIVISION *of* SCOTLAND.

MY LORDS,

I have the honour to present to Your Lordships the following General Report on the Continuation Classes in the Western Division of Scotland.

I. ORDINARY CONTINUATION CLASSES.

DIVISIONS I. II. III. IV.

Number of Centres.

A consideration of the reports sent in by the various District Inspectors shows that concentration of effort and the completion of organisation, rather than extension of the field of operations, continue to mark the development of Continuation Work within the Division. The only increase in the number of centres specifically mentioned is reported from Dumfries and Galloway District, where the number of centres is now 27, a gratifying increase of 6 as compared with last year.

Rural Districts.

The comparatively insignificant number and the precarious existence of the Continuation Classes in rural districts have frequently been noticed in previous reports, and are again commented on by several Inspectors. Some of the causes of the decline of the rural Continuation Schools have also been clearly and repeatedly given, and, so long as present conditions with regard to length of session, classification and finance continue, there is little reason to expect that the number of these centres will materially increase. The chief cause, however, of this decay is one which is emphasised in H.M. Inspector Mr. Munro Fraser's report, and which can be removed only by a more enlightened public opinion in the districts concerned. Rural School Boards —and this is the cause referred to—do not realise that Continuation Class work is an integral part of the educational system for the administration of which they are responsible. Were this responsibility duly appreciated by the School Boards, and enforced by the public opinion of their constituents, the difficulties of detail mentioned above would certainly, if not easily, be overcome, and a development of Continuation Work, corresponding to that which has, with such beneficial results, taken place in the large towns and populous places, might be seen also in the rural areas.

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Centres under Catholic Managers.

The causes which have led to the almost complete extinction of Continuation Classes under Catholic management need not be entered on here; it may be sufficient to remark that, as the Catholic population is, for the most part, concentrated in the urban areas, where, at the present moment, there is ample provision for Continuation Work under the School Boards and other local authorities, the discontinuance of the Catholic Continuation Classes is, to some extent, an instance, or perhaps a result, of that concentration of effort and progressive organisation which have characterised the evolution of the Continuation system, and which, by preventing the waste of power and money involved in the unnecessary multiplication of centres, have so greatly conduced to its efficiency.

Division I.

The reports from the Districts bring out clearly that the least satisfactory part of the system is Division I. This is not said with reference to the actual efficiency of the instruction, but rather from the standpoint of general organisation. For the continued presence or increasing numbers of Division I. Classes implies a certain want of effectiveness in the work of the Day Schools. Division I. is the place of the "Exempt," of the irregular attender, and of the pupil who, from whatever cause, leaves the day-school without passing through the full course. "Exemptions" there will always be, and this source of Division I. classes cannot, therefore, run dry, but it may be that the causes, among which irregular attendance is chief, which lead to slow progress and final exit from school at a lower stage than the Supplementary Course, will gradually disappear, and that we shall, in consequence, find the number of Division I. classes gradually diminishing. It is too soon to say that a movement in this direction has set in, but one notes with satisfaction that in the Renfrew and Argyll District the number of such classes is stationary, and that, in the Glasgow district, the need for them is less than formerly; on the other hand, both in the Govan and Dumbarton, and in the Ayrshire districts it appears that the number of these classes is relatively large.

Method in English. Division I.

It follows from the fact that these classes are intended to supply the deficiencies in the pupil's previous educational opportunities that their methods and programme should, as far as possible, be the methods and programme of a Supplementary Course. This is particularly the case with regard to English, and more attention to this subject, and its treatment in the spirit and with the aims of Schedule V. of the Day School Code have been strongly urged by several Inspectors.

Division IV.

Classes under Division IV. are not numerous, and, as H.M. Inspector Mr. J. C. Smith very truly observes, are of unequal educational value. His useful suggestion with regard to the association of classes in Elocution with a regular course in English and in English Phonetics deserves the careful consideration of Managers and Teachers.

Divisions II. and III.

The main body of Continuation Class work is, of course, to be found in Divisions II. and III., and, as H.M. Inspector Mr.

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Young's report on the Division III. (Technical and Art) classes is given below in full, the rest of these general observations will be mainly devoted to the common characteristics of the Division II. classes.

Popular subjects.

One leading fact about this Division is the popularity of certain subjects and the comparative neglect of others. It is generally true in this regard that the most popular subjects are those of most utility, in the sense that proficiency in them at once enhances the monetary value of the student's daily labour. Mr. W. G. Fraser, H.M. Inspector, remarks with reference to the Continuation Classes in Govan and Dumbarton, that "the mainstay of the Division II. Classes is the young man or woman who wants a knowledge of Book-keeping and Shorthand for professional purposes, and the women who wish to learn Dress-making and kindred arts for business or perhaps merely domestic ends," and this is no doubt true of the choice of subjects throughout the Division.

That instruction in such subjects is a true function of the Continuation Class need not be questioned, but the most convinced utilitarian would probably admit that proficiency in them should not be the sole aim; hence it is to be regretted that the popularity of such subjects is accompanied by comparative neglect of such an important means of general culture as the study of English.

Instruction in "single subjects," Commercial Courses.

There are still, in most places, a good many pupils who attend for only one subject, and, though it is mentioned in the Ayrshire report only, there is little doubt that the wasteful and futile process of giving one session only to subjects such as Shorthand and Book-keeping is not uncommon elsewhere. This would not happen if a complete Commercial Course were drawn up and followed by all students of these subjects. An excellent Commercial Course has been framed by the Glasgow School Board, and a similar three years' Course has been recommended by the School Boards of Paisley and Greenock, where many pupils have begun the Course prescribed; in Glasgow, however, the available figures point to the fact that the course is not generally followed, and that there is a want of co-ordination between the different Commercial Classes, and between different stages of Commercial subjects. This defect might, as H.M. Inspector Mr. J. C. Smith points out, be to some extent remedied by the issue of "Group" Certificates by the Managers. The classes in the various foreign languages under this Division are often, like the Commercial Classes, attended for the sake of some immediate professional gain, such as the passing of an Entrance Examination, or the acquirement of a language for business correspondence, and it cannot be doubted that for these ends the instruction given is of great benefit to the students. The study of a foreign language, however, is beneficial to the student in other directions; his immediate purpose may be success at an examination, or promotion in his office, but his mastery of a foreign language, if

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it brings this, brings also more to him, for it is a means of general education as well as of professional advancement.

Languages in Division II.

The Language Classes under Division II. at the Glasgow High School are specially commended by Mr. J. C. Smith; Dr. A. D. Thomson mentions the success of the French and German classes in Dumfries Academy under Division III., and Mr. W. G. Fraser records the fact that in Govan and Dumbarton these classes were few in number and not largely attended.

A Commercial Course under Division III. has been carried out with success at Dumfries Academy, and Dr. A. D. Thomson reports in favourable terms on the qualifications of the teachers and the progress of the students.

Report on Cookery, etc., *Miss Crawford.*

Miss Crawford, Inspectress of cookery, makes special reference to the classes under the School Board of Glasgow for Cookery, Hygiene, and Sick Nursing. The number of these classes has increased, the attendance has been very satisfactory, the interest of the pupils keen, and the benefit derived certain. The lectures on Hygiene and Sick Nursing were admirably given. The syllabus for the cookery classes in the Glasgow schools is a uniform one, but Miss Crawford thinks that a syllabus drawn up by the teacher herself, in view of the special needs and circumstances of her class, is to be preferred. One strong objection to such uniformity of scheme is that teachers working under it lose their power of initiative, and tend to become simply channels by which a series of formulæ is conveyed to the minds of the students. The interest of both teacher and student very naturally flags under such conditions, and when interest decays efficiency suffers. Throughout the Division Cookery and Laundry work are, on the whole, very successfully taught.

A short summary, omitting topics already dealt with, of the Inspector's report on the Continuation Classes in each district is appended.

GLASGOW DISTRICT (No. 7).

Statistics—Glasgow District.

The following tabulated statement of the number and locality of the centres in this district may be of interest:—

Insular.	Maryhill S.B.	Glasgow S.B.	Rothesay S.B.	R.C.	Glasgow Y.M.C.A.
4	1	31	2	1	3

It will be seen from the figures that most of the work was done by the School Board of Glasgow, and the remarks which follow apply to this work chiefly. Mr. Smith supplies material for a statistical statement which shows a gratifying increase in the numbers enrolled and in attendance. The decrease in the percentage of pupils in average attendance is not so satisfactory a feature, as the percentage even last year was by no means high.

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CONTINUATION CLASSES UNDER GLASGOW SCHOOL BOARD.

Year.	Number on Roll.	Number in Attendance.	Number of Teachers.		Percentage in average Attendance.
			Male.	Female.	
1904	16,343	12,784	397	186	77
1905	18,592	14,155	432	188	76
Difference	+2,249	+1,371	+35	+2	-1

In the work of Division I. a very satisfactory level of efficiency is reached, order and discipline are excellent, and form a striking contrast to that which sometimes prevailed in Evening Schools of the older type. Continuous works for class reading, and the use of school and public libraries have given additional interest to the teaching of English, but a more systematic treatment of composition, and a more constant relation of this subject to reading still require to be insisted on. In Arithmetic, the use of obsolete text books, poorly adapted to everyday commercial and technical practice, is deprecated, and a less formal and more interesting treatment of Geography is urged. On educational grounds the teaching of History in this Division is recommended, and, as in English, the scheme and method of instruction in this subject should be modelled on those of a well arranged Supplementary Course. Division I.

The remarks on English and Arithmetic in Division I. apply also to Division II. English is comparatively neglected, but where it has been taught there has been marked improvement. The teaching of French has profited by the greater attention given to the oral side of the work. The most popular subjects are (1) those taught in the Industrial Classes, and (2) Book-keeping, Shorthand, and Commercial Arithmetic. Division II.

Mr. Smith cordially recognises the interest shown in the Continuation Classes by the members of the School Board, and by all the teaching staff.

LANARKSHIRE (No. 8).

H. M. Inspector Mr. Harvey observes that the Continuation Classes do their part well, but that a larger number of students might be in attendance. He speaks of the great benefit these classes have been to many, to whom the opportunity of obtaining the requisite knowledge to enable them to fill better positions in their trade or profession would otherwise have been awanting. Very gratifying progress has been observed at the continuation centres in the large towns. Mr. Harvey mentions Attendance.

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Cookery Needlework, and Dress-making Classes.

particularly the interesting classes in Cookery which are held at some of the centres in his district, and remarks on the great interest taken in the Needlework and Dressmaking classes

AYRSHIRE (No. 9).

H. M. Inspector Mr. Lobban forwards a report by Mr. Henderson, Sub-Inspector, in which many interesting points are discussed. One disadvantage to which some of the classes are subject is the want of continuity; a class may meet and prosper for one session, and may, in the next, disappear altogether. There is good order, and satisfactory work in most of the

Division I.

Division I. classes, but, where attendance was compulsory, as in the case of conditionally exempted pupils, the attendance was fluctuating, the numbers dwindled, and the classes were of little value.

Division II.

In the classes under Division II. much more satisfactory conditions prevail; here there is good discipline, steady application, and a desire for improvement; these classes accordingly are of great utility and distinct benefit to the pupils. There are few language classes: Commercial subjects are the most popular for men, Needlework and Dressmaking for women. It is suggested that Cookery and Laundry Classes would give a more valuable practical training for women than Needlework and Dressmaking, and this undoubtedly is the case.

DUMFRIES AND GALLOWAY (No. 10).

Number of Centres.

In this District there were 18 classes under Division I., 21 under Division II., 2 under Division III., and 1 under Division IV. Dr. A. D. Thomson, H.M. Inspector, gives some of the causes of the small amount of Continuation work in the rural districts. He mentions particularly the unwillingness of Managers to face the necessary financial outlay, and, in some of the larger villages, the unwillingness of teachers to undertake the duty.

Divisions I. and II.

In Division I., Dr. Thomson notes that there is now more practical work in Arithmetic, and that mental calculation is more frequently used. He agrees with Mr. J. C. Smith in recommending History as a suitable subject in this Division. The Commercial Subjects here, as elsewhere, had the largest number of Division II. students; Cookery classes were well attended, but the Laundry Classes had few pupils, and interest in the work was

Study of English.

not maintained. The study of English is too frequently neglected in the Division II. classes. Under Division IV. there were successful classes in Physical Exercises and Drill at Dumfries Academy.

GOVAN AND DUMBARTON (No. 11).

Organisation of Commercial Classes.

H.M. Inspector Mr. W. G. Fraser deals with the advantages of a more complete organisation of Commercial Instruction. He notes that in this District there is no distinct and systematic Commercial Course; such a Course must at present be pieced together out of the various classes which are available.

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This question of organisation has already been noticed, but it may be added here that something more than the mere elaboration of such a course on paper is evidently necessary, for the excellent Commercial Course of the Glasgow School Board is "not generally followed." The suggested issue of "Group" Certificates is a possible remedy; but, whatever may be done to advance matters in this respect, it should be regarded as a fixed principle in arranging classes that "courses" and not "subjects" should be recommended to all students seeking advice in the matter.

Divisions III. and IV.

In this District there were a few classes for Languages under Division III., but these were not largely attended. Classes under Division IV. were held for Music, Elocution and Physical Training.

RENFREW AND ARGYLL (No. 12).

Continuation work in Renfrewshire.

Argyllshire.

H.M. Inspector, Mr. Munro Fraser, records increased activity in Continuation work in Renfrewshire. This is especially noticeable in Greenock and Paisley, owing to the liberality of the School Boards in supplying the demand for instruction in the scientific principles underlying local industries. In Argyllshire the amount of work done shows no material increase, but Cookery classes have been established at two new centres.

Classes for exempted Pupils.

The Division I. Classes required for pupils exempted from Day School attendance fulfil their purpose with only fair success. Exempted pupils often leave before the end of the session, and they do not take their studies seriously. A remedy for this would be for the Boards to grant exemption only on condition of a pupil attending for a complete session, and it would be well if they should refuse to grant exemptions during the currency of a winter Continuation Class session, for it is not fair to the pupil to allow him to exchange six months or a year of day school instruction for a few weeks in a Division I. Continuation Class.

Ambulance Classes.

In connection with his Division II. classes Mr. Munro Fraser remarks on the absence of Ambulance Classes at Paisley and Greenock, where they would probably be very useful, and their presence at places where they are less required.

Navigation Classes.

Mr. Munro Fraser thinks there is room for a larger number of Navigation Classes at the various seaports.

Influence of the Teacher on success of Continuation Classes.

The influence of the teachers' own personality as a factor in the success or failure of a Continuation Class—a point also noted by Mr. J. C. Smith—is given as partly accounting for the fact that Continuation work is often successful at one place, and a failure at another, where the outward circumstances are apparently quite similar.

Study of English.

Mr. Munro Fraser desires to see a more fruitful study of English in Division II., and he advocates the study of the masterpieces of

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our literature, and more extended Home Reading, agreeing practically in this recommendation with those who wish to see this subject treated both in Division I. and in Division II. on the lines of a good Supplementary Course.

GENERAL.

General Conclusions.

The general conclusion which a survey of the whole field of Continuation work in the Western Division seems to justify is, that while great and healthy activity is displayed in all the various districts, while organisation is being simplified and completed, and while the general efficiency of the work was probably never so high as it now is, there still remains something to be done—(1) in reducing the work of Division I. to its natural minimum; (2) in persuading managers, teachers and students that a "Course of study" in Divisions II. and III. is the only satisfactory means of real progress; (3) as a consequence of this in encouraging the issue of "Group" certificates; and (4) in completing the co-ordination of the work of the Continuation Classes with that of the Technical Colleges and Central Institutions. This last point is specially dealt with by H.M.I. Mr. F. W. Young, to whose report I have now much pleasure in directing Your Lordships' attention.

CONTINUATION CLASSES.

Science and Art.

H.M.I. *Mr. F. W. Young.*

The organisation of evening technical studies in the Western Division continues to make good progress towards completeness. At several new centres the work has now been put upon the satisfactory basis of a definite and well ordered course of instruction in such subjects as Mechanical Engineering, Building Construction, Shipbuilding, Mining, and Drawing. The schools at which Industrial and Art Courses have been recognised under Division III. are as follows:—

DIVISION III.

Tabulated List (Statistical) of Centres.

Ayr.	Dumbarton.	Dumfries.	Renfrew.	Lanark.		
				County.	Glasgow.	Govan.
6	2	2	3	8*	10	7

Total - - - 38

* Including (Maryhill) Possilpark.

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AYRSHIRE.

Ardrossan Academy.
Ayr Academy.
Ayr Smith's Institution.
Irvine Royal Academy.
Kilmarnock Academy.
Kilmarnock Science and Art School.

DUMBARTON.

Dumbarton School of Science and Art.
Old Kilpatrick, Clydebank.

DUMFRIES.

Annan, Newbie.
Dumfries Academy.

LANARK.

Airdrie Academy.
Coatbridge Technical School.
Hamilton Academy.
Larkhall Academy.
Maryhill, Possilpark.
Motherwell, Dalziel High School.
Shettleston, Wellshot.
Wishaw Technical School.

LANARK—*continued.*

Glasgow—
Crookston Street.
Gorbals.
High School.
John Street, Bridgeton.
Kent Road.
Napiershall.
Petershill.
Provanside.
Whitehill.
Woodside.
Govan—
U.Y.M.C.A.
Bellahouston Academy.
Fairfield.
Hillhead High.
Hamilton Crescent.
Pollockshields, Albert Road
Strathbungo.

RENFREW

Greenock—
Technical School.
Paisley—
Camphill.
Paisley—
Technical School.

Dr. Stewart and Mr. A. Cameron Smith, Junior Inspectors in this Division, report favourably on the whole regarding the general arrangements and methods of instruction followed in the Continuation Classes placed in their charge. Much of the former overlapping of work in Mathematics, Plane and Solid Geometry, Machine Construction, and Building Construction has now been in great measure obviated. Practical Plane Geometry still survives as a separate study, whereas, if the best work is to be attained, it is very desirable that one teacher should give the instruction in all the branches of Mathematics. *Dr. Stewart, Mr. A. C. Smith.*

In Engineering there is a tendency to the premature introduction of the more advanced parts of the more technical subjects. Excellent drawings are often made from dimensioned sketches by students who betray considerable weakness in attacking a small geometrical problem involving a knowledge of principles. Students should be more constantly exercised in the application of Practical Solid Geometry to the drawing of machine parts. They should also have more frequent practice in drawing from actual examples of machine details than is usually the case. Similarly, advanced work in Applied Mechanics and Steam is discussed without an adequate foundation having been laid in experimental instruction. In a few of the schools where the requisite practical work has been done in a properly equipped laboratory the results have been very creditable, and it has been greatly appreciated by the students. Engineering.

In Building Construction diversity of method has been less marked than in Engineering, and, on the whole, very good work Building Construction.

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has been done. The time now devoted to Building Drawing is necessarily limited by the demands of the other branches of the course, but it seems a reasonable requirement that at the end of the second session of study a student should be able to show a completed working drawing, inked in and coloured, and that he should also produce evidence of his practical acquaintance with the reproduction of drawings on tracing cloth and paper.

Mining. The subject of Mining has now been put upon a fairly effective footing at centres where there is adequate provision for the satisfactory practical treatment of the branches of the subject professed, but in outlying districts more is often attempted than the resources of the school justify. Effective measures for the co-ordination of the instruction in this subject are still required. The rudiments of Mining alone, with the related Practical Mathematics and Mechanical Drawing, should continue to be taken in the schools of the smaller towns, but more advanced work should only be arranged for at centres provided with the requisite apparatus and laboratory accommodation for satisfactory experimental illustration. Steps towards this end are about to be taken in Ayrshire, and it is expected that this example may prove in its working out worthy of being followed elsewhere.

"Art Needlework." Classes in "Art Needlework" have recently sprung up at some few of the larger centres. Mr. Grigor, who was given charge of them last session, reports that in none of the classes seen has the scheme of instruction been carried out on good educational lines. It is the almost generally recognised rule for young women to enrol with the definite purpose in view of making some article or another, such as a table centre or a cushion cover. There is no intention of working through the course laid down, nor indeed does this appear to be expected of them.

"The instructors invariably provide diagrams or patterns. These patterns are frequently purchased already stamped on the material to be used, or as transfers. Unfortunately the majority of the instructors do not possess art qualifications. They are good needlewomen and teachers of plain and fancy sewing, but they fail entirely to realise what Art Needlework involves. In supplying patterns to pupils they very frequently employ naturalistic forms, *i.e.*, direct transcripts, more or less accurate, from nature, ignorant of the important fact that all good ornament is conventional, and that the Art they ought to teach lies in the adaptation of the natural or other form in a manner suited to the material and the process of working.

"At two classes in the East End of Glasgow the students are in great part employed during the day in carpet weaving factories. This work frequently requires darning, which calls for skill in matching colours and in the use of the darning needle. It is claimed that the subject is of value to this class of worker. This is true, but the value of the instruction is largely lost, as the method of carrying out the scheme makes too slight a provision for colour study, and leaves the selection of exercises to the individual pupil."

In view of all this, it should be understood that for recognition in future of any class in Art Needlework suitable studies in Drawing and Design should be related to the work with the needle, and the teachers should be qualified to show their students how to

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adapt particular forms to certain materials and purposes, as well as to give a thorough training in the various processes of the handicraft.

Co-ordination of Continuation Classes with Technical College.

As previously reported it has been sought to bring the technical work of the Glasgow and Govan Continuation Classes into closer relation with that of the Glasgow Technical College. A little difficulty has, however, been experienced in carrying through the certification of students as sufficiently qualified by their studies in Continuation Classes to take advantage of the more advanced classes at the College. In order to meet this difficulty as well as the reluctance of teachers to promote the transfer of their students, the Joint Committee of the Boards and College, acting upon a suggestion made by the Secretary of the Scotch Education Department, recently decided to secure the services of an organiser well qualified to undertake the general direction of the classes in industrial subjects under the Glasgow and Govan School Boards, and the unification of this work with that of the Central Institution. This appointment has now been made, and the organiser has already entered upon his duties. It is understood from the nature of his appointment that he will not only deal with all matters concerning the instruction of artisans in evening classes, sharing with the principal teacher in each school the responsibility for the selection of students qualified by attendance and progress to proceed to the Technical College, but that he will also give the necessary guidance to further studies on the part of the lads within the College itself. The proper sequence and correlation of all this work is important and essential.

Appointment of Organiser.

Co-ordination of Continuation Classes with Glasgow School of Art.

What can be achieved through the services of a wise and efficient organiser acting in full co-operation with the head of a Central Institution is well illustrated by the success which has attended the relations which were two years ago established between the Glasgow Continuation Classes in Drawing and the Glasgow School of Art. These relations are now on an entirely satisfactory basis. The work under the scheme agreed upon has been carried out in an excellent spirit, and the results obtained last session were worthy of high commendation. At the close of last session a relatively large number of students in Continuation Classes presented for inspection works of sufficient merit to justify promotion to the School of Art. It is very gratifying to report that the work and progress of the students who were advanced last year from the different centres have given entire satisfaction to the headmaster of the school and his staff.

CENTRAL INSTITUTIONS.

Article 87.

Four Central Institutions.

An account of the Continuation work of the Division would not be complete without notice of the four Central Institutions in which provision is made for carrying Technical Education to its most advanced stages. Each of these Institutions provides

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specially for the completion (in a sense) of certain definite courses of instruction begun in the ordinary Continuation Classes. Scientific, Technical and Industrial lines of study find their proper culmination in the Glasgow and West of Scotland Technical College; the Glasgow School of Art receives the advanced students in Art; the Glasgow Athenæum Commercial College should be the centre for the highest stages of specialised preparation for Commerce; and the West of Scotland Agricultural College provides Courses of applied study in Agriculture, Dairying, Chemistry, Botany, Horticulture, and kindred subjects.

Special reports in Appendix.

For a complete estimate of the nature and extent of the work done in these Central Institutions reference should be made to the special reports furnished by the respective governing bodies. These are printed as appendices to this report.

Glasgow and West of Scotland Technical College—Formal opening.

One of the leading educational events of the year has been the formal opening by the Secretary for Scotland of the Glasgow and West of Scotland Technical College. The long and honourable history of this Institution, formerly known as Anderson's University, its splendid list of *alumni*, the munificence of its past and present benefactors, the extent of its achievements in building and in teaching, and its high hopes of continued success in the future, were all alluded to by the various speakers on this occasion.

Report of the Governors.

The report of the College shows continued growth and prosperity. The total number of individual students has, this year, risen from 4,701 to 5,020, and the number of day students from 489 to 530. The Governors point to the fact that among their students were 118 Graduates of various Universities as showing the standard of attainment reached by the College.

Certainly no one present at the opening ceremony who saw the size of the building and the apparent completeness of its scientific equipment could doubt that in this place a very great work in Scottish Education is being done—a work which must have deep and permanent effects on the future prosperity of Scotland.

Glasgow School of Art.

The School of Art continues to fulfil its high function in the education of the Division with much efficiency. Its influence on the Drawing of the Primary Schools by means of the classes under Art. 91 D, and by the institution of the Public School Teachers' Drawing Diploma has been far-reaching; its work is co-ordinated with that of the Higher Grade Schools and the Continuation Classes; and it has many and beneficial relations with all that affects the artistic side of the manufactures and industries of the West of Scotland.

Joint-School of Architecture.

The co-ordination of the two great Central Institutions for the teaching of the Art which demands for its true exercise not only an artistic training and temperament, but also a knowledge of the sciences which deal with structures and materials, has worked satisfactorily, and the School of Architecture is now fully established.

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In the Athenæum Commercial College there is now "an organised Course of Commercial Education extending over four sessions, more or less, and embracing English and Modern Languages, Arithmetic, Book-keeping, Shorthand, and Mercantile Law or Political Economy," but the number of students who take the Course is very small, and until this state of matters has been altered it cannot be said that the College is adequately realising its own ideals. Athenæum Commercial College.

Such subjects as Typewriting, Shorthand and Book-keeping, for instance, very properly form part of a course of instruction in a Commercial College, but they ought each to be taken in due relation and proportion to the other elements of the Course, and not, as frequently happens here, in complete or partial isolation from everything else. Number of Students taking full Course.

It must therefore be regretfully admitted that, though the earnestness of the Management, and the zeal of the staff are undoubted, the expectation expressed in last year's General Report that this Course would be an important element in the Commercial Education of Glasgow has not yet been fulfilled, and there does not seem much ground for hoping that it will be so in the near future.

There has, this year, been a decrease in the number of individual students from 1,188 to 1,124, and in enrolments from 1,743 to 1,641. Decrease in Number of Students.

The numbers enrolled in the Day and Evening Classes of the West of Scotland Agricultural College show this year a gratifying increase. There were 108 individual students as compared with 79 in Day Classes, and 81 as compared with 55 at Evening Classes. At the Dairy School held at Kilmarnock the enrolments were 215 as compared with 233. West of Scotland Agricultural College.

The work of the College at Local Centres; its Agricultural Experiments, and its Extension Lectures, as well as its Advisory and Analytical Department should do much to extend and strengthen the knowledge of Agricultural Science throughout the Division.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

A. R. Andrew.

To the Right Honourable

The Lords of the Committee of Council

on Education in Scotland.

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GENERAL REPORT *for the year* 1905, *by* J. BOYD, ESQ., *one of His Majesty's Chief Inspectors, on the* CONTINUATION CLASSES *in the* NORTHERN DIVISION OF SCOTLAND.

MY LORDS,

I have the honour to submit a report on the Continuation Classes in the Northern Division of Scotland for the year 1904-1905.

The general arrangements were much the same as for last year, and as regards details there is little to state which has not appeared in previous reports.

Teachers' work.

Among the many satisfactory features of the reports of my colleagues is the unanimity with which they record their favourable impression of the work of the teachers. Mr. Philip's remark that they fully responded to the call made on their energies, although in many cases it made no light addition to their ordinary day school work, expresses the general opinion.

Attendance.

The attendance in general was found to be regular, and satisfactorily sustained throughout the session. Mr. Robertson writes that the pupils took as a rule great interest in their work and kept up a good attendance. This was particularly noticeable in classes the work of which had a more direct bearing on the special occupations of the pupils. Mr. Macdonald has had the same experience. He has been specially struck with the—

Success of practical work.

"Capital attendance and the admirable industry at well taught rural classes for instruction in needlework."

Decrease in number of rural classes.

The number of distinctly rural classes was last session again smaller than could be wished. Mr. Robertson, while regretting this decline in evening effort in the country districts—

Revival of an old custom.

"Hails with much satisfaction the reviving custom on the part of former pupils of returning to the day school during the winter months and participating in the work of the Supplementary Course."

He also remarks that in his district very few pupils leave school before attaining the legal age limit, and that, in consequence, the stipulation as to attendance at Continuation Classes that accompanies cases of exemption is seldom applicable.

No rural class in North Forfar.

Mr. Muir reports that there was no Continuation Class in the strictly rural part of North Forfar. He is much concerned about the disappearance of this type of class, for—

"To repeat, to rub in, to supplement the work of a day school, are all things which seem to be more required in rural than in urban districts."

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With a view to encouraging teachers of such schools to undertake evening work he pleads for the continued simplification of forms, and for the freedom of the teacher. Mr. Muir, in concluding his report, adds his testimony to that of those who are opposed to returning the fees to pupils who make a certain percentage of attendance.

Return of fees.

Probable future increase in number of rural classes.

With regard to the question of rural classes some of my colleagues take a more hopeful view. Mr. Philip notes—

"That the number of rural centres under the Code is increasing in this (Aberdeen) district as the possibility of a shortened session is becoming known to Managers. Several new centres have already been announced for the coming session."

He understands that a regulation has been made by the County Committee that as a rule no subsidy will be paid to any class not recognised under the Code.

Good results of sanctioning shortened session.

Public opinion.

Help from outside the profession.

Banffshire.

Mr. McKechnie also finds that the reduction of the length of the session has been sanctioned with beneficial results. The same Inspector, speaking of the great difficulties which confront the rural Continuation Classes, deplores the too frequent absence of a body of public opinion to support the teacher. He notes therefore, with special satisfaction, the aid afforded at Bellie Public School by a gentleman of the neighbourhood who gave a series of lectures on the salmon—a subject of special interest to people living near the Spey. Banffshire, it may be noted, takes an honourable place in the number of its Evening Classes.

Classes in South Uist.

Need for these classes.

Mr. Macdonald, who reports a highly gratifying increase of classes in his district, writes an interesting account of the Continuation Classes in South Uist, which were resumed last session after an interval of a year or two. There can be no doubt of the need for these classes. The knowledge of English acquired at school is, from lack of use, soon partially forgotten. This can readily be understood, but—

"More astonishing is the widespread inability to keep simple accounts accurately and clearly. Every islander has something to sell; he sells to, and buys from, the same dealer; and it would appear easy for him to keep the necessary simple credit and debit account. Yet there is convincing evidence that many of the islanders have considerable difficulty in saying on which side the balance stands at any particular moment. It is desirable, therefore, that there should be at least provision for instruction in English and account keeping."

Question of expenditure.

These and other subjects, such as Needlework, Drawing, and Navigation, were in fact taken up last winter; but the desire on the part of the Managers to limit the expenditure to the obligatory minimum led to overcrowding of classes and to excessively long class meetings, with the result that the demands made on the teachers were more than reasonable in view of their work in the day schools. Mr. Macdonald would welcome the revival of the classes under better conditions, but fears that they will not be re-opened this session.

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In Aberdeen and Dundee much progress has been made in the due co-ordination of the work of the various types of classes. The arrangement of classes in Aberdeen is specially admirable. The opening of the Central Higher Grade School has led to a re-arrangement of centres for the new session, the result of which is that there are now three separate centres for Higher Technical Institute work, *i.e.*, in the second and third years of study. In this connection the following synopsis of the whole scheme for the City of Aberdeen is interesting :— Larger centres. Better co-ordination of classes in Aberdeen. Synopsis.

I.—Preparatory and Domestic Schools.
I. (*a*)—Constabulary Classes.
II.—Elementary Technical Institute Schools (First Year's work of Commercial and Industrial Education).
III. (*a*)—Higher Technical Institute School for Men and Women (Second and Third Years of Literary and Commercial Work).
III. (*b*)—Higher Technical Institute for Women (various stages of Domestic and Technical subjects).
III. (*c*)—Higher Technical Institute for Men (Second and Third Years of subjects of Science and Technology).
IV.—Higher Technical College (The Central Institution) :—Literary, Commercial, Technical, and Art Work in their most advanced stages.

The following is a summary of enrolment and attendance for the month of November of last session :—

SUMMARY OF ATTENDANCE IN ABERDEEN. Summary of attendance in Aberdeen.

	Individuals Enrolled.	Subject Enrolments.	Remaining Enrolled.	Average Attendance.	Percentage of Absentees	Number of Teachers.
Preparatory and Domestic Schools - - -	1,354	1,676	1,651	1,518	8·1	81
Elementary Technical Institute Schools -	1,549	3,062	2,978	2,758	7·4	79
Higher Technical Institute for Women - -	975	1,436	1,399	1,234	11·7	45
Higher Technical Institute for Men - - -	1,210	2,563	2,472	2,246	9·1	69
Totals - - - -	5,088	8,737	8,500	7,756	8·8	274

During last winter a class in Political Economy was conducted by the University Lecturer, and had a very successful session. The special classes for constables were taught, as formerly, with marked zeal and ability. Class of Political Economy. Constables' class.

In Dundee also, considerable, though less complete, progress has been realised in the organisation of the Continuation Classes. The work of last session was very much on the lines followed in recent years, but for the current session the School Board has Progress in Dundee.

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adopted several important changes in its syllabus. Mr. Wattie reports as follows:—

"The central idea in this new departure is the close co-ordination of the whole of the work in domestic and commercial subjects, which will commence in the smaller preparatory schools and continue thereafter in the advanced domestic schools in the one case and in the other in the Harris and Morgan Academies. At the same time it is the intention of the Board that instead of taking up single subjects, the pupils shall follow definite courses of study and certificates are to be issued by the Board which will serve as passports from stage to stage of the courses. It is to be hoped that in course of time the final certificates of the central commercial schools may come to be so generally recognised as to put the Board in a position to give up the present goal of much of the commercial work in the certificates of external examining bodies."

Definite courses of study, not single subjects, to be taken.

Woodwork.

During the session the basis was laid for a substantial improvement in the instruction in Woodwork. The unsatisfactory premises in Balgay Street and James Street have been replaced by two new centres in Liff Road School and in Crescent Street, and a specially qualified superintendent has been appointed to organise this department of the work.

Class for policemen in the Harris Academy.

The special class, under Division I. of the Code, for policemen was continued at the Harris Academy and did a very good session's work.

Overlapping in Dundee.

While the improvement in organization referred to above is matter for great satisfaction, Mr. Wattie regrets the competition and overlapping in the case of the preparatory classes of the Harris and Morgan Academies and of those of the Technical Institute, and Mr. Ewen calls attention to the same point. Since their reports were written, however, a satisfactory arrangement has been so far arrived at. A comprehensive scheme will probably be embodied in a joint syllabus, so that the technical as well as the commercial student will be able to see his whole course of study clearly mapped out before him from the beginning.

Aberdeen and Dundee Central Institutions.

Reports of the Aberdeen Central Institution and Dundee Technical Institute will be found in the Appendix. With regard to the complaint in the latter of the inability of many of the older men in the Jute classes, who have extensive practical knowledge, to transfer their thoughts to paper, so that they are out-distanced in the examinations by the mill clerks and become disheartened, it is natural to enquire why so much stress is laid on the written examination. The practical knowledge should be an important determining factor in the result.

Mr. Ewen's Report on Technical Classes. Apprentices' lack of general education is a hindrance.

Mr. Ewen's report offers so many suggestions of practical utility for the arrangement and conduct of classes, and introduces considerations of such importance, that I propose to reproduce it in full. Special attention, however, may be drawn to the initial statement of the difficulties resulting from that lack of general education which impedes many apprentices in their technical studies, and to the concluding remarks on the great possibilities of useful co-operation open to employers of labour and their

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managers in connection with Continuation Classes. In referring to the inadequate equipment and accommodation for experimental work in Aberdeen, he touches upon a want which the realisation of schemes at present under consideration would go far to supply. Mr. Ewen says :— Inadequate accommodation in Aberdeen.

"Technical classes and courses under the Continuation Class Code are gradually increasing in importance throughout the Division. Managers are showing greater interest than formerly in their continuation work, and the benefit of a well organised course of instruction, specially arranged to suit the requirements of a particular trade or group of trades, now appeals with increasing force to the industrial apprentice. Technical classes.

"In most of the larger urban centres the apprentices, especially those engaged in the engineering and building trades, are now fairly well provided with suitable technical courses of instruction. These courses, as a rule, are well taken advantage of, especially where the employers take an interest in their success. Technical courses for engineers and builders.

"The organisation of these classes would be considerably simplified if some minimum standard of education for apprentices were introduced. The very great variation in the attainments of the pupils enrolling for the first years of technical courses often makes the arrangement of a suitable syllabus a matter of considerable difficulty. Some of them are not always able to express themselves clearly or to employ the ordinary arithmetical processes with any degree of certainty. For such pupils as these a preliminary course including English, Arithmetic, Free Drawing and Woodwork or some other form of manual instruction combined with scale Drawing and Geometry, should be provided, so that they may be able to commence the first year of the technical course with some hope of following it intelligently. Variation in attainments of students. Preliminary course for backward students.

"The chief difficulty lies with boys who leave school at the age of fourteen and spend a year or two as message boys before being apprenticed to a trade. During this time, if they are not attending classes, they usually contrive to forget much of what they learned at school, so that when they come to take up a technical course after starting their apprenticeship they find themselves unable to keep up with the work. Reasons for backwardness.

"Much could be done to remedy this state of matters by teachers of supplementary and other senior classes encouraging their pupils to continue their education at Continuation Classes, even if they are not then able to say what line of work they are likely to follow. If the obvious advantages of this procedure were impressed upon the pupils as they are leaving school, much of the leakage and waste of valuable time which takes place at this point might be stopped and the formation of habits of idleness and non-attendance prevented. The remedy. Continuation of general education.

"Industrial courses as organised at most centres now provide a fairly suitable range of instruction for the trade apprentices who attend. The need, however, for some experimental work in these courses is very great, and in all cases suitable provision for this side of the work should be made. Such branches of the courses as applied mechanics, steam, strength of materials, and so on, even in their very earliest stages, should always be accompanied by experimental work on the part of the students; and from the first year onwards the experimental side of practical mathematics also should receive due attention. Most of the experimental work in the earlier years of these industrial courses can be performed quite satisfactorily, in an ordinary school laboratory with some additional apparatus specially adapted for technical work. Need for experimental work in industrial courses.

"The comparative simplicity of carrying on the instruction mainly by means of lectures, class illustrations, and black-board work, should not be allowed to overshadow the undoubted advantages to be derived from a well arranged series of practical experiments bearing definitely on the subject. In practical mathematics and mensuration, for instance, the practical determination of length, area, and volume, as well as other measurements should Practical experiments. In Mathematics and Mensuration.

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In Applied Mechanics.

be carried out. Applied mechanics should include practical experiments dealing with levers, pulleys, inclined planes, and other mechanical contrivances, leading up to general questions of work, mechanical advantage and efficiency.

In Steam.

Experiments in the measurement of temperature and quantity of heat, the determination of latent and specific heats, and the establishment of the laws connecting pressure, volume, and temperature of a gas should accompany the instruction in steam.

In Strength of Materials.

Experiments dealing with pressure, resistance, the balancing of forces, stress, and strain, should be carried on along with the study of strength of materials. Other branches should be similarly treated, full advantage being taken of whatever laboratory accommodation is available at the various centres.

Advanced experimental work.

"More elaborate experimental work, such as should form part of the most advanced instruction in these technical courses, involving the use of testing machines, experimental engines, and other intricate and expensive apparatus, will of necessity be confined to the better-equipped central institutions and technical schools.

In technical schools.

The great importance of this work, however, points all the more forcibly to the need for the closer linking up of the central institution with the different continuation classes, especially those of an industrial and technical nature, within its sphere of influence.

Its importance.

Central Institutions.

"In the cities of Aberdeen and Dundee, where the two central institutions in the Northern Division are situated, the question of co-ordination with the nearer Continuation Classes has already received much attention.

Co-ordination.

In Aberdeen.

In Aberdeen a very satisfactory agreement has been arrived at between the authorities of Robert Gordon's College and the Burgh School Board, whereby apprentices and others commence their courses under the School Board and complete them as students of the central institution in Gordon's College. This system, which has been organised with great care, is working well, and

Joint syllabus.

the joint syllabus issued by the Board and College authorities shows clearly the path from the most elementary instruction under the Board to the highest classes in the College.

Lack of provision for experimental work in Aberdeen.

"The accommodation and equipment for experimental work in industrial and technical courses in the College premises is, however, far from sufficient, and early steps should be taken to rectify this. The joint arrangements are working so successfully, and the students in attendance are so promising, that the provision of increased accommodation for experimental work has now become a matter of great urgency. The best methods of linking up the outlying continuation classes with the College should be considered as soon as this matter has been dealt with.

Co-ordination in Dundee.

"In Dundee the question of a joint agreement between the Technical Institute Governors and the Burgh School Board is not quite so far advanced, but it is hoped that a satisfactory arrangement will be arrived at before next session, and that a joint syllabus embodying the whole Dundee continuation work will then be drawn up.

With outlying centres.

The correlation of the elementary technical work done at the nearer outlying centres, such as Broughty Ferry, Monifieth, Carnoustie, Newport, and Tayport, with the more advanced instruction in the Technical Institute should not be difficult to arrange afterwards.

Lack of accommodation in Dundee Technical Institute.

"Attention has already been called to the inadequacy of the Technical Institute premises for the work so urgently requiring to be done there. It is deplorable to see so many classrooms and laboratories in University College standing empty in the evenings while the work in the Technical Institute adjoining is so badly hampered for want of room. Until the question of class room and laboratory accommodation in the Technical Institute is satisfactorily solved, the organisation of the general work will always remain a matter of extreme difficulty.

Its urgency.

The prosperity of Dundee is so closely bound up in the success of its industries, and these again can be so efficiently aided by sound technical instruction, that a remedy for the existing state of matters should be speedily found.

Co-operation of employers.

"Much can be, and much has been, done by the various educational authorities to increase the efficiency of the technical and other classes under their charge; but without some definite and concerted action on the part of em-

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ployers and others interested in labour, it will not be possible to reap the full benefit of the contributions derived from local and imperial sources for the purposes of technical education. There are many forms which this co-operation may take, such as the payment by the employers of their apprentices' class fees, the awarding of prizes and bursaries to their most successful students, and so on; but if, in addition, some general understanding could be arrived at whereby regular attendance at a suitable technical course would be considered as much a condition of apprenticeship as the ordinary work in the shops, a great benefit would be secured to all concerned. This system is now being very successfully carried out by the Great North of Scotland Railway Company in connection with their works at Inverurie. Each apprentice's work and successes at the technical course he attends should be recorded on his apprenticeship "lines" to emphasise the importance of this part of his training, and to increase the value of his "lines" both to himself and to any employer who may desire his services in the future.

Payment of fees. Prizes and bursaries. Conditions of apprenticeship. System at Inverurie. Endorsement of "lines."

"But even if regular attendance at a technical course were not made an absolute condition of apprenticeship, some definite recognition of attendance and successes would be a great advantage. Promotion in the works and increase of wages might be granted to the most successful students, and freedom from overtime on their class nights should, as far as possible, be secured to all.

Promotion. Increase of wages. Overtime.

"The more interest those in authority—employers, managers, foremen—take in the extra-mural studies of their apprentices, the more will the apprentices appreciate the value, not only of these studies, but of their industrial training in the workshop as well. The strengthening of the tie between the workshop and the technical class is a matter of great importance to the apprentice, the journeyman, the employer, and the nation, for our industrial and commercial well-being is inseparably bound up with it. Theory and practice are not two independent things. Each is the necessary complement of the other, and any attempt to consider them apart is hostile to progress.

Interest of employers in technical classes. Tie between workshop and class. Theory and practice.

"The appointment of employers, managers, and others directly interested in industry, as members of the managing bodies of technical classes should be secured wherever possible, and their practical knowledge of the local trade conditions, and the needs of their apprentices, should be regularly brought to bear on the drawing up and re-arranging of the technical syllabuses. In this way the work of the classes can be kept closely in touch with the actual industrial conditions of the locality, and any tendency towards unrelated diversions removed."

Employers as class managers. Their value.

Miss Crawford, who had the opportunity of seeing only a small number of the Continuation Classes for Cookery and Laundry Work, makes the following observations, which deserve careful attention:—

Miss Crawford's Report

"Cookery is still the popular subject, and large numbers of pupils are attracted to the classes from year to year. The general nature of the work is satisfactory, though in many cases improvement is still needed.

"In Aberdeen district, for instance, the Cookery lessons are distinctly too high-class. Costly material is used, and invariably the practical lessons are entirely given over to the making of cakes and fancy dishes. An idea prevails that the syllabus should only be followed in demonstration lessons. In practice lessons the pupils are allowed to choose their dishes, and their choice, I need hardly say, is usually the most expensive and unwholesome dishes. The principle is bad, and frequently leads to much discontent among the pupils and very indifferent teaching. The work demonstrated by the teacher should, as a rule, be carried out in practice by the individual pupils, and any attempt to shirk the making of plain dishes, such as soups and stews, should be eradicated.

Aberdeen cookery is too "high-class." Practice lessons.

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Dundee insufficiency of material.

"In a few of the Dundee classes, the material supplied for practice was far too limited The handling and preparation for cooking of one small piece of meat or fish to every four or six pupils can hardly be considered individual practice.

Inverness.

"In Inverness, the Continuation Classes maintain their well deserved popularity, and here ample practice in every dish in the Syllabus is afforded to each pupil.

Laundry classes.

"The Laundry Classes throughout this Division usually show a considerable falling off during the latter part of the session. Either the work is too hard for many of the pupils fresh from a day's work in shops, in the factory, or at home, or the fashion of sending out the family washing has now become so common that young women do not wish to acquaint themselves with the art of washing and dressing linen.

Teacher of laundry work in Continuation Classes.

"The teacher of a Continuation Laundry class requires to possess a considerable amount of tact in handling her subject, but given this and also favourable conditions under which to conduct her class, Laundry work can be made a popular, interesting, and helpful subject of instruction."

College of Agriculture.

This report would be incomplete without some reference to the important addition to the Central Institutions for technical studies, in the Aberdeen and North of Scotland College of Agriculture.

Various lines of study.

The work of the College is now in full operation, and courses of instruction in the Central Classes have been arranged for the benefit of every section of the agricultural community. Various avenues are open to those who desire to take advantage of these classes.

Class Certificate.

A single class, or a combination of classes, may be taken by any individual on payment of the class fee and the University Matriculation fee. By passing the class examination he may obtain a class certificate certifying his knowledge of the subject. Others who can spare the time for a more prolonged course of study have, by attending the necessary classes for two winter sessions of five months each at the centre in Aberdeen, the opportunity of obtaining the University Diploma in Agriculture. By taking a longer course for three winters, students may prepare themselves for the National Diploma in Agriculture. These diplomas have an obvious value for those who aspire to positions as land agents, factors or stewards.

University Diploma in Agriculture. National Diploma.

B.Sc. Degree. Special evening class. Special day classes.

For those who desire to become agricultural teachers or specialists in some branch of Agricultural Science there is the degree of B.Sc. in Agriculture. During the winter there is also an evening course in Agricultural Chemistry and a day course of four weeks' duration of the most practical kind. The latter is specially intended for farmers, and will deal only with matters which can be put into immediate practice. A very gratifying desire to take advantage of this four weeks' course during the current session has been displayed. An excellent class of men has come forward, and already over a hundred prospective students have been enrolled. Undoubtedly this desirable result is largely the outcome of the extension lectures which have been given during the past year in the six contributing

Extension lectures.

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counties (Aberdeen, Banff, Kincardine, Moray, Inverness, Ross and Cromarty). 488 lectures were delivered, and the attendance reached the high total of 23,512—an average of 48 at each lecture.

At the Central Classes held in the Marischal College, there are 42 students this session. Central Classes in Marischal College Buildings.

To bring the College into still closer touch with the farming population, local committees have been formed in the counties named above. Their function will be to advise the Governors with regard to the choice of centres for experiments, the nature of the experiments, extension lectures, and similar matters. Advisory Committees.

Further details of the work of Session 1904–1905 will be found in the Appendix. Full Report in Appendix.

I desire to express my obligations to my colleague, Mr. Lamb, for his valuable help in the preparation of this report.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

John Boyd.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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CONTINUATION CLASSES.

SESSION 1904–1905.

SUBJECTS OF INSTRUCTION.

DIVISION I.

The students in this Division were instructed in English—reading, spelling and composition; Arithmetic, and one or more of the following:—Drawing, History, Geography, Nature Knowledge: and for girls, Needlework, Cookery, Laundry Work.

DIVISION II.

Symbols used in Table 1 (page 712), to designate Subjects or Courses. In this Division the Subjects have been grouped under the various Subheads of Article 14 of the Continuation Class Code.

Subject.	Symbol.	Subject.	Symbol.
SUBHEAD A.		SUBHEAD B.	
English	e.	Latin	l.
Geography	g.	Spanish	s.
History	h.		
Life and Duties of the Citizen	c.		
Literature	l.		
Political Economy	p.		
		SUBHEAD C.	
		Book-keeping	b.
		Business Procedure	p.
		Commercial Arithmetic	a.
		Commercial Correspondence	c.
SUBHEAD B.		Commercial French	f.
		Commercial Geography	g.
French	f.	Commercial German	gn.
Gaelic	ga.	Handwriting	w.
German	g.	Shorthand	s.
Greek	gr.	Typewriting	t.

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DIVISION II—*continued.*

Subject.	Symbol.
SUBHEAD D.	
Art	a.
Art (Pupil Teachers' Course)	a(*p.t.*)
SUBHEAD E.	
Algebra	a.
Dynamics or Mechanics	d.
Geometry	g.
Mathematics	m.
Mensuration	mn.
SUBHEAD F.	
Botany	b.
Chemistry	c.
Experimental Science	s.
Experimental Science (Pupil Teachers' Course)	s(*p.t.*)
Geology	g.
Hygiene	h.
London University B.Sc. Course	bs.
Magnetism and Electricity	m.
Metallurgy	mc.
Nature Knowledge	n.
Physics	p.
Physiography	pg.
Physiology	pl.
Zoology	z.
SUBHEAD G (a).	
Mechanical Drawing	d.
Practical Geometry	g.
Practical Mathematics	m.
Technical Arithmetic	a.

Subject.	Symbol.
SUBHEAD G (b).	
Agriculture	ag.
Applied Mechanics	me.
Boilermaking	b.
Bookbinding	bb.
Brickwork and Masonry	br.
Building Construction	bc.
Civil Engineering	c.
Electrical Industries	el.
Engineering	e.
Horticulture	h.
Iron and Steel Manufacture	i.
Machine Construction	mc.
Mining	mi.
Nautical Astronomy	as.
Naval Architecture	na.
Navigation	n.
Painter's Work	pa.
Plumbing	p.
Spinning	sp.
Statics	st.
Steam	s.
Surveying	su.
Typography	t.
Weaving	w.
SUBHEAD H.	
Ambulance	a.
Breadmaking	b.
Cardboard Modelling	cm.
Cookery	c.
Dressmaking	d.
Household or Domestic Economy	e.
Ironwork or Metalwork	i.
Laundrywork	l.
Millinery	m.
Needlework	n.
Sick Nursing	s.
Tailor Cutting	t.
Woodwork	w.

DIVISION III.

Course.	Symbol.
Art	a.
Commercial	c.
Domestic	d.
English	e.
Industrial	i.
Language	l.
Mathematical	m.
Science	s.

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DIVISION IV.

Subject.	Symbol.	Subject.	Symbol.
Elocution	e.	Repoussé Work	r.
Music	m.	Swimming	sw.
Photography	ph.	Woodcarving	wc.
Physical Exercises	p.		

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TABLE No. 1.

LIST OF CONTINUATION CLASSES on account of which GRANTS have been paid by the SCOTCH EDUCATION DEPARTMENT under the provisions of the Continuation Class Code for the SESSION 1904–5.

* Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	†Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grants from the Department.	Grants from Town or County Council.	Endowments	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.																		
ABERDEEN (BURGH) S.B. ..	..	..	..	..	..	..	..	.. ..	.	..	6,380 13 3	6,714 8 7	353 15 4	4,770 9 11	..	..	..	1,590 3 4
Broomhill	48	76	..	..	..	..	124	H.c,d,m,n.										
Causewayend	155	222	..	..	..	..	375	H.c,d,m,n.										
Central	..	738	..	..	..	60	740	A.e,p. B.f,g. C.a,b,s. D.a,s(*p.t.*) E.a. F.s (*p.t.*). G.a,g,m. H.w.		p.								
Central Constabulary ..	32	33	..	..	..	..	65	A.e,g. C.a.										
Ferryhill	..	270	..	..	..	20	270	A.e. C.a,b,c,s. D.a. E.a,mn. G.a,g,m. H.w.		p.								
Girls' High School	..	922	25	34	..	..	968	A.e.C.a,b,s,t. H.a,c,d,l,m,n,s.	l.									
Gordon's College and Gray's School of Art	..	62	805	446	..	..	1166	.. ..	c,i,s.									
Hanover Street	75	76	..	..	..	..	151	H.c,d,m,n.										
King Street	..	236	..	..	..	36	236	A.e. C.a,b,c,s. D.a. E.a,mn. G.a,g,m. H.w.		p.								
Kittybrewster	.	170	..	..	..	..	170	A.e.C.a,b,s.D.a.E.a,mn.G.a,g,m.H.w.										
Rosemount	88	143	..	..	..	..	231	H.c,d,m,n.										
St. Paul Street	..	230	..	..	..	26	230	A.e.C.a,b,s.D.a.E.a,mn.G.a,d,m.H.w.		ph.								
Skene Square	85	75	..	..	..	..	160	H.c,d,m,n.										
Walker Road	92	47	..	..	..	..	127	H.d,m,n.										
Woodside	72	80	..	..	..	..	151	H.c,d,m,n.										
Navigation School	..	68	..	..	..	.	68	G.n.			292 11 4	432 4 10	120 13 6	219 8 6	100 0 0	..	..	..
CRATHIE and BRAEMAR S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	..	..	..	..	..	..	..	..
Braemar (Local Committee)	..	4	..	..	..	..	4	Rga.			25 8 8	25 8 8	..	2 5 5	..	.	23 3 3	..
Inverey „ „	..	7	..	..	..	..	7	Rga.										
DYCE S.B.	..	..	..	..	..	..	..	.. ..	..	..	..	..	..	..	..	..	..	..
Dyce Village	..	18	..	..	..	..	18	C.a,b G.m.	..	..	26 10 9	26 10 9	..	16 8 6	8 11 6			1 10 9

Ellon S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	51	12	3	60	7	3	8	15	0	35	8	2	12	18	..	..	3	5	6
Berefold	..	..	..	..	18	..	..	..	..	18	G.su.																						
Ellon	..	..	..	..	52	..	..	..	..	52	C.a. G.bc. H.w.																						
Fraserburgh S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	53	8	11	64	5	8	4	2	6	40	1	8	9	0	0	..	..	11	1	6
Dalrymple Café	...	..	..	24	..	..	..	..	24	D.a,s (*p.t.*).																							
Fraserburgh	..	..	..	34	..	..	..	..	34																								
Huntly S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	89	3	0	98	18	0	4	15	0	43	0	3	..		..	..	51	2	9
Gordon	..	..	..	..	66	..	..	..	..	66	A.e. C.a,b,s,t. D.a,s (*p.t.*). G.m.																						
Insch S.B	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	10	0	12	10	0	..			9	7	6	..		..	..	3	2	6
Insch	..	..	..	..	18	..	..	..	..	18	H.c.																						
Inverurie S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	223	13	7	239	16	7	6	3	0	104	1	5	75	0	0	..	..	54	12	2
Inverurie	..	..	..	..	82	14	8	..	..	108	C.a,b,s. G.g. H.d.											i.											
Kincardine O'Neil S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11	1	11	11	1	11	..			3	6	5	..		..	..	2	15	6
Tornaveen	..	..	..	..	28	..	..	..	..	28	A.e. C.a. E.g,mu. H.n.																						
Kininmonth S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	2	4	17	2	4	..			3	6	8	6	13	4	..	..	2	2	4
Ballearn	..	..	..	..	27	..	..	..	..	27	C.a,c.																						
Methlick S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	4	6	18	4	6	..			11	19	8	..		..	..	6	4	10
Cairnorrie	..	..	..	..	24	..	..	..	..	24	A.e. C.a. E.mn.																						
Monymusk S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	14	0	6	14	0	..			4	8	7	..		..	..	2	5	5
Monymusk	..	..	..	..	14	..	..	..	..	14	A.e. C.a,b.																						
Newhills S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	83	16	2	88	8	2	4	12	0	62	17	1	1	4	7	..	..	19	14	6
Bucksburn	..	..	..	61	62	..	..	..	43	129	C.c,g. H.c.											m.											
New Machar S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	33	11	0	35	3	6	1	12	6	23	14	6	..		..	..	9	16	6
New Machar	..	..	..	61	..	..	..	..	..	61																							
Peterhead (Burgh) S.B.	.	..	..	..	..	..	..	..	..	..	..	.	..	..	..	285	0	3	362	15	3	74	2	6	213	15	2	37	9	3	40	0	0	..	..	
Academy	..	..	..	38	88	11	27	..	..	161	D.a (*p.t.*). F.s (*p.t.*).											a.i.											

* The names of Classes not under the management of School Boards have been printed a little to the left in the first column of the Table. Classes have been grouped under the various School Board Districts and under their respective managements. The letters S.B. have been used to denote School Board management.

† The small letter denotes the subject (Divisions II. and IV.) or the type of course (Division III.) and the capital letter the Subhead of Article 14 under which the subject has been grouped.

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LIST OF CONTINUATION CLASSES—continued.

Name of Continuation Class Centre.	Number of Students Paid for in Division I.	Division II. (including First Year of Division III.)	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Number of the Students in which Instruction was given under Heads: Division IA.	Division IB.	Division II.
ABERDEEN—contd.										
Printfield S.B.										
Rosehearty		34					34	A.b. C.a. E.mm. G.g.		
Sandhaven		19					19	A.b. C.a.		
St. Fergus S.B.										
North		25					25			
Strathdon S.B.										
Tillyduke		27					27			
Strichen S.B.										
Strichen		9					9	D.a.a (p.t.).		
ARGYLL.										
Campbeltown (Burgh) S.B.										
Grammar School		94					94	C.f.g. D.a. (p.t.). F.a.p. H.a.w.		
Millknowe	29	32					61	A.a. C.a. E.mm.		
Campbeltown (Landward) S.B.										
Auchencorvie		13					13	H.a.		
Dramlemble	27	16					43	H.a.		
Machrihanish		20					20	H.a.		
Duncon and Kilmun S.B.										
Duncon Grammar School	23	405				40	468	A.a. [illegible]		
Sandbank		41				17	44	C.a. [illegible]		

GLENARAY AND INVERARAY (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	23	10	1	23	10	1	..	9	1	5	12	0	0	..	..	..	12	14	8
Inverary Grammar School	..	11	..	..	..	..	11	C.a,b,s,t.D.a.																							
JURA S.B.	..	..	..	.	..	..	..	..	..	..	..	..	..	54	18	1	54	18	1	..	41	18	5	..			..	.			
Knockrome	9	9	..	..	..	..	9	G.n.																							
Small Isles	..	9	..	..	..	..	9	C.a,b.																							
KILCHOMAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	23	5	7	23	5	7	..	20	7	5	..			..			2	18	2
Port Charlotte	..	55	..	..	..	..	55	A.e. C.a. H.a.																							
KILFINAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	50	12	6	50	12	6	..	34	17	9	..			..			15	14	9
Millhouse	..	21	..	..	..	..	21	A.e,h. C.a. E.mn.																							
Tighnabruaich	..	29	..	..	..	..	29	A.e.g. C.a,b,s,w.																							
KILFINICHEN AND KILVICKEON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	20	15	10	20	15	10	..	18	3	10	..			..			2	12	0
Iona	32	..	..	..	..	28	32						m.																		
KILMARTIN S.B. . ..	..	..	..	..	.	..	..	..	..	..	..	..	..	21	19	0	26	13	0	4	14	0	19	4	1	2	14	11	..			..	
Kilmartin	..	25	..	..	..	..	25	C.a,b,c,s. D.a.(p.t.) H.w.																							
KILNINIAN AND KILMORE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	22	0	11	22	0	11	..	12	3	2	..			..			9	17	9
Morinish	24	..	..	..	..	..	24																								
LISMORE AND APPIN S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	40	6	7	40	6	7	..	35	5	9	..			..			5	0	10
Ballachulish	35	12	..	..	..	..	47	H.n.																							
South Ballachulish, St John's Episcopal School ..	45	..	..	..	..	..	45							54	2	4	54	2	4	.	36	15	0	..			..	17	7	4	.	
LOCHGILPHEAD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	105	18	5	112	4	5	3		0	66	13	9	35	18	6	..		6	12	2
Ardrishaig	..	44	..	..	..	42	67	A.e. C.a,b. H.n.					m.																		
Lochgilphead	..	49	..	..	..	13	51	A.e. C a,b,w. H.n.					m.																		
LOCHGOILHEAD AND KILMORICH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	7	17	2	12	12	2	0	10	0	6	1	0	1	2	..	..		..	
Lochgoilhead	..	31	..	..	..	..	31	H.a.																							
OBAN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	180	15	0	187	5	11	..			63	1	9	..			..		124	4	2
High School	38	87	..	..	..	..	122	A.e. B.ga. C.a,b,s,t. D.a. H.c,d.																							
SOUTHEND S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	11	8	0	11	8	0	..	5	9	4	..			..			5	18	8
Southend	9	..	..	..	.	..	9																								
SOUTH KNAPDALE S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	.	19	15	6	19	15	6	..	12	12	4	..			..			7	3	2
Kilberry	17	..	..	..	..	..	17																								

List of Continuation Classes—*continued.*

Name of Continuation Class Centre	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.	
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
ARGYLL—*contd.*																			
Strachur and Stralachlan S.B.	..	..	..	..	..	..	..	..	..	..	35 18 5	38 16 9	..	22 18 1	..	..	..	15 18 8	
Strachur	..	21	..	..	..	..	21	H.c.											
Stralachlan	..	20	..	..	..	..	20	H.c.											
AYR.																			
Ardrossan S.B.	..	..	..	..	..	..	..	..	..	..	657 14 4	739 15 4	56 2 6	490 2 3	207 13 6	..	135 6 5*	..	
Academy	..	61	354	..	..	27	421	A.e.l. B.f. C.a,b,s. D.a,s (*p.t.*). F.c. G.a,bc,d,m,mc. H.a,c,d,m.		m,p.									
Saltcoats	..	..	68	..	..	..	68	H.n.											
Winton	..	..	35	..	..	..	35	H.n.											
Auchinleck S.B.	..	..	..	..	..	..	..	..	..	..	116 9 2	126 4 2	9 15 0	87 6 10	19 2 4	..	..	10 0 0	
Auchinleck	..	..	11	11	16	..	..	38	..	i.	..								
Ayr (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	1,249 13 0	1,500 8 3	184 7 5	799 10 7	191 16 2	..	6 12 10	318 1 3	
Academy	..	..	488	..	..	..	52	508	A.e. B.f,g,l. C.a,b,s,t,w. D.a,s (*p.t.*). E.d.m. F.b,s. G.bc,el,m,na,pa. H.a,c,d,l,m,n.		..	p,wc.							
Russell Street	..	137	170	..	..	..	18	311	C.a,b s. D.a. E.m. G.d,w .H.d,n,t.		..	m.							
Smith's Institution	..	..	171	..	..	..	..	171	G.e,mi. H.b.		..	..							
Beith S.B.	..	..	..	..	..	..	..	..	..	..	310 0 1	325 5 1	5 15 0	221 9 8	49 0 2	.	.	49 0 3	
Academy	..	62	160	..	..	..	..	198	C.a.,b,s. D.a,s (*p.t.*). E.mn. H.c,d,l.										
Gateside	..	..	37	..	..	..	..	37	C.c. D.a. H.d.										
Greenhills	..	8	56	..	..	..	..	64	A.e. C.a. D.a. E.mn. F.h. H.c,n,s.										

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COYLTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	49	7	6	49	7	6	..	24	2	0	11	9	0	..	..	..	..
Coylton	20	..	..	..	..	..	20																							
Littlemill	30	..	..	..	..	..	30																							
DAILLY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	19	3	8	19	3	8	..	14	5	4	2	9	2	..	..	2	9	2
Dailly	28	..	..	..	..	..	28																							
DALMELLINGTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	213	19	10	217	16	5	3	16	7	139	5	0	37	18	8	..	..	36	16	2
Benwhat	32	..	..	..	..	..	32	A.e.g. D.a. G.a.																								
Dalmellington	34	16	..	..	..	37	50	C.a,b,w.																								
Lethanhill	24	52	..	..	..	..	76	C.a,b,s. D.a. E.mn G.a. H.c,l,n.																								
Waterside	32	19	..	..	..	..	51	H.c,n.																								
DALRY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	172	4	10	174	2	10	1	16	0	110	5	4	30	19	9	..	..	30	19	9
Dalry	73	175	..	..	..	..	248	F.p. H.d,n.																								
DREGHORN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	163	16	1	172	4	1	1	7	0	122	17	1	24	0	0	..	..	24	0	0
Dreghorn	64	39	..	..	..	..	102	A.e. B.f. E.m. H.n.																								
Springside	77	..	..	..	..	..	77																									
DUNDONALD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	157	12	4	162	3	4	4	11	0	64	10	6	60	0	0	..	..	33	1	10
Troon, Portland	21	76	..	..	..	..	97	A.e. C.a,b,c,s,t. F.m. G.a bc,d,m. H.c,d,n.																								
DUNLOP S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	46	8	7	50	8	7	4	0	0	25	5	10	10	11	4	..	..	10	11	5
Dunlop	5	44	..	..	..	..	45	C.a,b,c,g,s,w. H.d.																								
FENWICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	18	1	18	1	1	..			9	16	10	4	10	7	..	..	4	10	8
Hairshaw	21	..	..	..	..	..	21																									
GALSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	257	3	7	264	16	8	4	5	0	192	17	8	49	3	10	..	..	18	10	2
Galston	84	186	..	..	..	..	267	C.a,b,s. E.mn. G.bc,g,mc. H.c,d,mn.																								
IRVINE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	717	10	0	778	17	6	61	7	6	494	14	5	60	0	0	..	20 0 0	142	15	7
Royal Academy	110	388	24	4	..	40	460	A.e. B.f.g. C.a,b,s,t. D.a,s (*p.t.*). F.s (*p.t.*). H.c,d,l,m,n.							i.	e,p.																
IRVINE (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	24	12	2	25	2	2		10	0	14	11	8	4	19	9	..	..	5	0	9
Annick Lodge	25	..	..	..	..	..	25																									
KILBIRNIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	273	18	3	283	3	8	7	6	2	139	6	8	43	5	5	..	..	43	5	5
Bridgend	69	41	..	..	..	..	107	E.m. H.c,l.																								
Glengarnock	..	109	..	..	..	..	109	G.d,m. H.n.																								
Ladyland	..	45	..	..	..	33	72	H.n.																								
KILMARNOCK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,648	2	5	1,579	11	2	202	19	9	1,236	1	10	315	0	0	..	..	125	9	7
Academy	..	293	76	15	9	25	392	F.c. G.el,p,w. H.c,d,l,							c,l,l,m,s.	p.																
Bentinck	122	113	..	..	..	..	235	C.s,t. H.c,n.																								

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Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR—*contd.*																		
KILMARNOCK (BURGH) S.B. —*contd.*																		
Dundonald Road Grammar School	42	48	..	..	..	..	90	H.e,n.										
Glencairn	..	17	5	..	..	..	22		i.									
Hamilton	..	77	28	..	..	..	102	H.e,n.										
High Street	..	33	..	..	..	..	33											
Science and Art School	..	119	44	34	14	..	211	D.a. G.bc,d,mc,me,s. H.t.	i.									
West Netherton	..	28	50	..	..	..	78	A.e. G.b,w. E.g. G.a.										
KILMAURS, S.B.	..	..	..	..	..	..	..	..	..	..	124 13 8	124 13 8	..	32 17 5	20 17 11	..	..	20 17 11
Crosshouse	..	102	12	..	..	..	114	H.n.										
Kilmaurs	..	91	..	..	..	..	91	..	..	..								
KILWINNING S.B.	..	..	..	..	..	..	..	..	..	..	58 7 0	58 7 0	..	33 8 10	..	..	..	24 18 2
Kilwinning	..	80	12	..	..	..	92	D.a (*p.t.*).										
LARGS S.B.	..	..	..	..	..	..	..	..	..	..	65 15 2	65 15 2	..	16 10 0	..	..	..	49 5 2
Fairlie	..	6	6	..	..	..	10	C.b.										
Largs	..	21	..	..	..	..	21	..	..	..								
LOUDOUN	..	..	..	..	..	..	..											
Newmilns, Lady Flora's	..	31	..	..	..	..	31	H.n.	..	..	37 8 10	40 8 10	..	23 9 1	6 14 10	7 4 11	..	
MAUCHLINE S.B.	..	..	..	..	..	..	..	..	..	..	48 19 11	49 14 11	0 15 0	32 19 2	8 0 4	..	..	8 0 5
Mauchline	..	19	53	..	..	..	7	C.s. E.mn. H.d.										

MAYBOLE AND MAYBOLE WEST CHURCH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	144	16	8	144	16	8	..	108	12	6	52	12	10	..	..	..
Cairn	67	90	..	..	..	12	156	C.b,s. H.s,n.	..	..	..	p.																
Carrick Academy	..	21	..	..	..	..	21	D.s (pt.). G.s,d.																				
MONKTON AND PRESTWICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	33	19	0	36	13	0	0	12	0	14	19	2	..	..	..	21	1	10
Prestwick	15	8	..	..	..	..	23	C.s. D.s. E.mn.																				
MUIRKIRK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	358	7	6	362	19	6	4	12	0	149	3	0	104	12	3	..	..	104	1	3
Furnace Road	72	45	..	..	..	..	117	E.m. F.c,p. G.mi. H.c,l.																				
Glenbuck	30	44	..	..	..	..	74	A.e. E.m. H.c,l.																				
NEW CUMNOCK S.B. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	183	15	4	186	10	4	2	15	0	79	4	7	52	5	4	..	..	52	5	5
Bank	43	13	..	..	..	..	56	G.s,d,mi.																				
Beoch Side	14	..	..	..	..	..	14																					
Dalleagles	40	..	..	..	..	..	40																					
New Cumnock	21	16	..	..	..	..	37	H.n.																				
OLD CUMNOCK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	97	6	10	111	18	10	14	12	0	52	2	11	37	2	10	..	..	8	1	1
Old Cumnock	32	104	..	..	..	..	136	D.s(p.t.). G.s,d. H.d.																				
RICCARTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	178	15	10	178	15	10	..			134	1	11	22	6	11	..	..	22	7	0
Hurlford	90	48	..	..	..	..	138	C.w. D.s. G.s. H.n.																				
Riccarton	..	41	..	..	..	..	41	G.bc.																				
SORN S.B...	..	..	..	..	..	..	..	..	..	..	..	..	..	127	14	4	132	18	4	0	4	0	82	17	7	22	8	4	..	..	27	8	5
Catrine	88	70	..	..	..	..	136	C.s. H.d.																				
Sorn	10	..	..	..	..	..	10																					
STAIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	26	3	6	27	4	6	..			19	12	7	3	5	5	..	..	4	6	6
Stair	33	..	..	..	..	..	33																					
STEVENSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	194	19	0	209	14	8	6	2	6	140	12	2	31	2	6	..	..	31	17	6
Kyleshill	50	25	..	..	..	..	75	H.n.																				
Stevenston	45	58	..	..	..	..	103	C.b,s,t. E.m. G.mc.																				
STEWARTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	41	2	9	45	1	4	3	13	7	30	2	1	..			..	..	11	0	8
Stewarton	31	22	..	..	..	..	53	G.d,m.																				
STRAITON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	39	15	0	43	0	0	3	5	0	21	8	2	14	3	0	..	..	4	3	10
Patna	..	25	..	..	..	..	25	G.m,mi.																				
Straiton	12	..	..	..	..	..	12																					
TARBOLTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	152	10	9	152	10	9	..			98	0	11	27	4	11	..	..	27	4	11
New Annbank	46	43	..	..	..	..	82	E.mn. G.s,m,mi.																				
Tarbolton	41	37	..	..	..	..	77	H.d.																				

Name of Continuation Class Centre.	Paid for in					Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.	Division II.	Division III.	Division IV.			Fees and Books and Materials bold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.											Subscriptions or other Sources.	Rates.
										£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.																	
ALVAH S.B.	..	..	..	..	..	..	..	..	..	25 17 1	25 17 1	..	19 2 0	..	..	..	6 15 1
Alvah	..	18	..	..	..	18	A.e. C.a,w. D.a. E.mn.										
Linhead	..	14	..	..	..	14	C.a. D.a.										
BANFF (BURGH) S.B.	..	..	..	..	..	..	..	..	..	72 13 6	79 11 0	6 17 6	34 2 7	.	..	..	38 10 11
Academy	..	70	..	..	..	70	C.a,b,s. D.s(*p.t.*) F.c. G.mc.										
BOHARM S.B.	..	..	..	..	..	..	..	..	..	11 17 6	11 17 6	..	8 18 1	..	..	..	2 19 5
Maggieknockater	..	28	..	..	..	28											
CABRACH S.B.	..	..	..	..	..	..	..	..	..	20 13 0	20 13 0	..	11 7 2	..	..	..	9 5 10
Upper	..	22	..	..	..	22	C.a.g.										
ENZIE S.B.	..	..	..	..	..	..	..	..	..	18 4 1	18 16 1	0 12 0	6 16 0	..	..	..	11 8 1
Enzie	..	13	..	..	..	13											
Port Gordon	..	14	..	..	..	14	A.e. C.a.										
GAMRIE S.B.	..	..	..	..	..	..	..	..	..	149 7 9	164 19 3	4 11 6	104 15 3	..	..	..	55 12 6
Bracoden	..	33	45	..	..	78	H.a.d.										
Clenterty	..	..	20	..	..	20	C.a,b.										
Longmanhill	..	..	15	..	..	15	A.e. C.a,b. D.a. E.mn.										
Macduff	..	26	100	..	..	122	A.e. C.a,b,s. D.a,s(*p.t.*). E.mn. G.d. H.d.										
GRANGE S.B.	..	..	..	..	..	..	..	..	..	22 13 2	22 13 2	..	16 19 10	..	..	..	5 13 4
Crossroads	..	26	23	..	..	39	45	H.a.		m.							
INVERKEITHNY S.B.	..	..	..	..	..	..	..	..	..	8 8 11	8 8 11	..	6 6 8	..	..	..	2 2 3
Kirktown	..	27	..	..	..	33	33	C.a.		m.							
KEITH S.B.	..	..	..	..	..	..	..	..	..	96 12 6	106 10 6	9 15 0	70 4 5	12 4 8	..	..	14 6 5
Keith	..	..	..	..	..	..	..	..	..								
Newmill	..	49	..	..	..	54	C.b,s. D.s(*p.t.*) F.s(*p.t.*)										
						49											

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RATHVEN S.B	..	..	..	..	..	..	..	..	..	..	..	..	..	53	7	10	53	7	10	..	39	10	8	41	11	8	..	..	..
Buckie	..	..	37	41	..	..	..	..	78	D.a (p.t.)																			
Findochty	..	..	18	..	..	..	..	..	18																				
BERWICK.																													
CHIRNSIDE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	18	5	0	20	17	6	1	12	6	7	11	8	..	..	..	11	13	4
Chirnside	..	..	..	..	16	..	..	..	..	16	C.a. E.g,mn.																		
GORDON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	13	13	3	18	1	11	3	12	0	10	4	11	..	..	..	4	5	0
Gordon	..	..	..	25	..	..	..	..	..	25																			
GREENLAW S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	26	1	0	29	15	9	2	10	0	19	10	9	..	..	..	7	15	0
Greenlaw	..	..	48	8	..	..	..	..	48	B.f.																			
HUTTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	51	11	5	57	6	2	4	7	6	24	17	1	..	..	...	28	1	7
Hutton	..	..	..	21	5	..	..	..	..	26	H.n.																				
Paxton	..	..	..	15	9	..	..	..	..	19	H.n.																				
WHITSOME S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	21	5	0	21	5	0	..			4	16	6	..	..	..	16	8	6
Whitsome	..	..	..	..	13	..	..	..	..	13	C.a. E.mn.																				
BUTE.																													
CUMBRAE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	25	7	8	29	1	8	3	14	0	16	19	10	..	..	..	8	7	5
Cumbrae	..	..	..	..	20	..	..	..	..	20	A.e. C.a,g,w. D.a.																				
KILBRIDE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	19	9	9	19	9	9	..			14	12	4	..	.	..	4	17	5
Corrie	..	..	..	..	7	..	..	..	..	7	A.e. C.a. E.g.																				
ROTHESAY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	166	13	2	174	12	10	6	19	8	79	8	0	..	..	..	98	0	2
Academy and Thomson's Institution	..	..	..	11	..	..	..	..	11	D.a (p.t.).																					
Rothesay	..	..	23	117	..	..	..	..	138	A.e. B.l. C.a,b,s. G.bc. H.c,n.																					
CAITHNESS.																													
BOWER S.B.	..	..	.	..	..	..	..	..	..	..	..	..	..	14		0	14	0	0	..			9	1	10	..	..	..	4	18	2
Barrock	..	..	..	..	16	..	..	..	..	16	A.e: E.mn. G.a,ag.																				
KEISS S.B	..	..	..	..	..	..	..	..	..	..	..	..	..	78	12	6	78	12	6	..			51	1	2	..	..	..	27	11	4
Aukengill	..	..	..	..	31	..	..	..	..	31	C.a. D.a. E.mn. H.n.																				
Keiss	..	..	..	..	44	..	..	..	4d	53	A.e. C.a,b. D.a. H.n.			m.																

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TABLE No. 1.

LIST OF CONTINUATION CLASSES on account of which GRANTS have been paid by the SCOTCH EDUCATION DEPARTMENT under the provisions of the Continuation Class Code for the SESSION 1904–5.

* Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	†Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.						
	Division I.	Division II. (including First Year of Division III).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grants from the Department.	Grants from Town or County Council.	Endowments	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.																		
ABERDEEN (BURGH) S.B. ..	..	..	..	..	..	..	..	.. ..	.	..	6,360 13 3	6,714 8 7	353 15 4	4,770 9 11	..	..	..	1,590 3 4
Broomhill	48	76	..	..	..	..	124	H.c,d,m,n.										
Causewayend	155	222	..	..	.	..	375	H.c,d,m,n.										
Central	..	738	..	..	..	60	740	A.e,p. B.f,g. C.a,b,s. D.a,s(*p.t.*) E.a. F.s (*p.t.*). G.a,g,m. H.w.		p.								
Central Constabulary ..	32	33	..	..	..	..	65	A.e,g. C.a.										
Ferryhill	..	270	..	..	..	20	270	A.e. C.a,b,c,s. D.a. E.s,mn. G.a,g,m. H.w.		p.								
Girls' High School	..	922	25	34	..	..	968	A.e.C.a,b,s,t. H.s,c,d,l,m,n,s.	l.									
Gordon's College and Gray's School of Art	..	62	805	446	..	..	1166	.. ..	c,l,s.									
Hanover Street	75	76	..	..	..	..	151	H.c,d,m,n.										
King Street	..	236	..	..	..	36	236	A.e. C.a,b,c,s. D.a. E.s,mn. G.a,g,m. H.w.		p.								
Kittybrewster	.	170	..	..	..	..	170	A.e.C.a,b,s.D.a.E.s,mn.G.a,g,m.H.w.										
Rosemount	88	143	..	..	..	..	231	H.c,d,m,n.										
St. Paul Street	..	230	..	..	..	26	230	A.e.C.a,b,s.D.a.E.s,mn.G.a,d,m.H.w.		ph.								
Skene Square	85	75	..	..	..	..	160	H.c,d,m,n.										
Walker Road	92	47	..	..	..	..	127	H.d,m,n.										
Woodside	72	80	..	..	..	..	151	H.c,d,m,n.										
Navigation School	..	68	..	..	..	.	68	G.n.			292 11 4	432 4 10	120 13 6	219 8 6	100 0 0	..	..	..
CRATHIE and BRAEMAR S.B...	..	..	..	..	..	..	..	.. ..	..	..	..	..	..	..	..	..	..	..
Braemar (Local Committee) ..	..	4	..	..	..	..	4	B.ga.			} 25 8 8	25 8 8	..	2 5 5	..	.	23 3 3	..
Inverey „ „ ..	..	7	..	..	..	..	7	B.ga.										
DYCE S.B.	..	..	..	..	..	..	..	.. ..	..	..	..	..	..	..	..	..	..	..
Dyce Village	..	18	..	..	..	..	18	C.a,b G.n.			26 10 9	26 10 9	..	16 8 6	8 11 0	.	..	1 10 9

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ELLON S.B. 51 12 3	60 7 3	8 15 0	35 8 2	12 18	..	..	3 5 6
Barefold .. .. 18 .. .. 18 G.su.																										
Ellon .. .. 52 .. .. 52 C.a. G.bc. H.w.																										
FRASERBURGH S.B. 58 8 11	64 5 8	4 2 6	40 1 8	9 0 0	..	..	11 1 6
Dalrymple Café ... . 24 .. .. 24 D.a,s (*p.t.*).																										
Fraserburgh 34 34																										
HUNTLY S.B. 89 3 0	98 18 0	4 15 0	43 0 3	..	..	..	51 2 9
Gordon ... . 66 .. .. 66 A.c. C.a,b,s,t. D.a,s (*p.t.*). G.m.																										
INSCH S.B 12 10 0	12 10 0	..	9 7 6	..	..	..	3 2 6
Insch .. .. 18 .. .. 18 H.c.																										
INVERURIE S.B. 283 13 7	289 16 7	6 3 0	104 1 5	75 0 0	..	..	54 12 2
Inverurie .. .. 82 14 8 .. .. 103 C.a,b,s. G.g. H.d.																										
KINCARDINE O'NEIL S.B. 11 1 11	11 1 11	..	8 6 5	..	..	..	2 15 6
Tornaveen .. .. 28 .. .. 28 A.c. C.a. E.g,mn. H.n.																										
KININMONTH S.B. 17 2 4	17 2 4	..	8 6 8	6 13 4	..	..	2 2 4
Ballearn .. .. 27 .. .. 27 C.a,c.																										
METHLICK S.B. 18 4 6	18 4 6	..	11 19 8	..	..	..	6 4 10
Cairnorrie .. .. 24 .. .. 24 A.c. C.a. E.mn.																										
MONYMUSK S.B. 6 14 0	6 14 0	..	4 8 7	..	..	..	2 5 5
Monymusk .. .. 14 .. .. 14 A.c. C.a,b.																										
NEWHILLS S.B. 83 16 2	88 8 2	4 12 0	62 17 1	1 4 7	..	..	19 14 6
Bucksburn .. .. .. 61 62 .. .. .. 43 129 C.c,g. H.c.																										
NEW MACHAR S.B. 33 11 0	35 3 6	1 12 6	23 14 6	..	..	..	9 16 6
New Machar 61 61																										
PETERHEAD (BURGH) S.B. 285 0 3	302 15 3	74 2 6	213 15 2	87 9 3	40 0 0	..	..
Academy .. .. .. 38 38 11 27 .. .. 161 D.a (*p.t.*). F.s (*p.t.*). a.i. ..																										

* The names of Classes not under the management of School Boards have been printed a little to the left in the first column of the Table. Classes have been grouped under the various School Board Districts and under their respective managements. The letters S.B. have been used to denote School Board management.

† The small letter denotes the subject (Divisions II. and IV.) or the type of course (Division III.) and the capital letter the Subhead of Article 14 under which the subject has been grouped.

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN—*contd.*																		
Pitfligo S.B.	..	..	..	..	..	..	..	..	..	..	47 0 0	47 0 0	..	27 3 10	..	..	..	19 16 2
Rosehearty	..	24	..	..	..	..	24	A.h. C.a. E.mn. G.g.										
Sandhaven	..	19	..	..	..	..	19	A.h. C.a.										
St. Fergus S.B.	..	..	..	..	..	..	..	..	..	..	11 2 8	11 2 8	..	8 7 0	..	..	..	2 15 8
North	..	25	..	..	..	..	25											
Strathdon S.B.	..	..	..	..	..	..	..	..	..	..	10 18 0	10 19 0	..	8 3 6	..	..	..	2 15 6
Tillyduke	..	27	..	..	..	..	27											
Strichen S.B.	..	..	..	..	..	..	..	..	..	..	17 10 6	21 0 6	3 10 0	4 10 7	10 0 0	..	..	2 19 11
Strichen	..	..	9	..	..	..	9	D.a,a (*p.t.*).										
ARGYLL.																		
Campbeltown (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	206 0 4	219 9 7	13 9 3	112 5 7	..	..	..	93 14 9
Grammar School	..	94	..	..	..	..	94	C.f,s. D.s. (*p.t.*). F.c,p. H.c,w.										
Millknowe	..	32	..	..	..	..	61	A,s. C.s. E.mn.										
Campbeltown (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	52 2 7	57 2 11	5 0 4	45 12 3	16 0 0	..	..	..
Auchencorvie	..	13	..	..	..	..	13	H.c.										
Drumlemble	..	16	..	..	..	..	43	H.c.										
Machrihanish	..	20	..	..	..	..	20	H.c.										
Dunoon and Kilmun S.B.	..	..	..	..	..	..	..	..	..	..	493 16 4	535 13 10	41 17 6	302 0 4	81 1 8	..	..	110 14 4
Dunoon Grammar School	28	405	..	..	.	40	433	A.e. B.f,g,l. C.s,b. D.s,s. (*p.t.*). E.m. F.h. G.bc,pa. H.s,c,d,n.		m.								
Sandbank	..	41	..	..	..	17	44	C.s,b. F.h. G.s,d.na. H.s,d.		p.								

GLENARAY AND INVERARAY (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	23 10 1	23 10 1	..	9 1 5	12 0 0	..	..	2 8 8
Inveraray Grammar School	..	11	..	..	..	..	11	C.a,b,s,t.D.a.													
JURA S.B.	..	..	..	.	..	..	..	..	..	..	..	54 13 1	54 13 1	..	41 18 5	..	..	..	12 14 8
Knockrome	9	9	..	..	..	..	9	G.n.													
Small Isles	..	9	..	..	..	..	9	C.a,b.													
KILCHOMAN S.B.	..	..	..	..	..	..	..	..	..	..	..	23 5 7	23 5 7	..	20 7 5	..	..	..	2 18 2
Port Charlotte	..	55	..	..	..	..	55	A.e. C.a. H.a.													
KILFINAN S.B.	..	..	..	..	..	..	..	..	..	..	..	50 12 6	50 12 6	..	34 17 9	..	..	.	15 14 9
Millhouse	..	21	..	..	..	..	21	A.e,h. C.a. E.mn.													
Tighnabruaich	..	29	..	..	..	..	29	A.e.g. C.a,b,s,w.													
KILFINICHEN AND KILVICKEON S.B.	..	..	..	..	..	..	..	..	..	..	..	20 15 10	20 15 10	..	18 3 10	..	..	..	2 12 0
Iona	32	..	..	..	..	28	32	m.													
KILMARTIN S.B. . ..	..	..	..	..	.	..	..	..	..	..	..	21 19 0	26 13 0	4 14 0	19 4 1	2 14 11	..	..	..
Kilmartin	..	25	..	..	..	..	25	C.a,b,c,s. D.a.(p.t.) H.w.													
KILNINIAN AND KILMORE S.B.	..	..	..	..	..	..	..	..	..	..	..	22 0 11	22 0 11	..	12 3 2	..	..	.	9 17 9
Morinish	24	..	..	..	..	..	24														
LISMORE AND APPIN S.B. ..	..	..	..	..	..	..	..	..	..	..	..	40 6 7	40 6 7	..	35 5 9	..	..	..	5 0 10
Ballachulish	35	12	..	..	..	..	47	H.n.													
South Ballachulish, St John's Episcopal School ..	45	..	..	..	..	..	45					54 2 4	54 2 4	.	36 15 0	..	..	17 7 4	.
LOCHGILPHEAD S.B.	..	..	..	..	..	..	..	..	..	..	..	105 18 5	112 4 5	3 0	66 13 9	35 18 6	..	..	6 12 2
Ardrishaig	..	44	..	..	..	42	67	A.e. C.a,b. H.n.			m.										
Lochgilphead	..	49	..	..	..	13	51	A.e. C a,b,w. H.n.			m.										
LOCHGOILHEAD AND KILMORICH S.B.	..	..	..	..	..	..	..	..	..	..	..	7 17 2	12 12 2	0 10 0	6 1 0	1 2	..	..	..
Lochgoilhead	..	31	..	..	..	..	31	H.a.													
OBAN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	180 15 0	187 5 11	..	63 1 9	..	..	..	124 4 2
High School	38	87	..	..	..	..	122	A.e. B.ga. C.a,b,s,t. D.a. H.c,d.													
SOUTHEND S.B.	..	..	..	..	..	..	..	..	..	..	..	11 8 0	11 8 0	..	5 9 4	..	..	..	5 18 8
Southend	9	..	..	..	.	..	9														
SOUTH KNAPDALE S.B. ..	..	..	..	..	..	..	..	..	..	..	.	19 15 6	19 15 6	..	12 12 4	..	..	..	7 3 2
Kilberry	17	..	..	..	..	..	17														

List of Continuation Classes—*continued.*

Name of Continuation Class Center	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.	
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
ARGYLL—*contd.*																			
Strachur and Stralachlan S.B.	..	..	..	..	..	..	..	..	..	..	35 18 5	38 16 9	..	22 18 1	..	..	..	15 18 8	
Strachur	..	21	..	..	..	..	21	H.c.											
Stralachlan	..	20	..	..	..	..	20	H.c.											
AYR.																			
Ardrossan S.B.	..	..	..	..	..	..	..	..	..	..	657 14 4	739 15 4	56 2 6	490 2 3	207 13 6	..	135 6 5½	..	
Academy	61	354	..	..	..	27	421	A.e.l. B.f. C.a,b,s. D.a,s (*p.t.*). F.c. G.a,bc,d,m,mc. H.a,c,d,m.		..									
Saltcoats	..	68	..	..	..	..	68	H.n.											
Winton	..	35	..	..	..	..	35	H.n.											
Auchinleck S.B.	..	.	..	..	..	..	..	..	..	..	116 9 2	126 4 2	9 15 0	87 6 10	19 2 4	..	—	10 0 0	
Auchinleck	..	11	11	16	..	..	38	..	l.	..									
Ayr (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	1,249 13 0	1,500 8 3	184 7 5	799 10 7	191 16 2	..	6 12 10	318 1 3	
Academy	..	488	..	..	..	52	508	A.e. B.f,g,l. C.a,b,s,t,w. D.a,s (*p.t.*). E.d.m. F.b,s. G.bc,el,m,na,pa. H.a,c,d,l,m,n.		..									
Russell Street	137	170	..	..	..	18	311	C.a,b s. D.a. E.m. G.d,w .H.d,n,t.		m.									
Smith's Institution	..	171	..	..	..	..	171	G.e,mi. H.b.		..									
Beith S.B.	..	..	..	..	..	..	..	..	..	..	316 0 1	325 5 1	5 15 0	221 9 8	49 0 2	.	.	49 0 3	
Academy	62	160	..	..	..	..	198	C.a,b,s. D.a,s (*p.t.*). E.mn. H.c,d,l.											
Gateside	..	37	..	..	..	..	37	C.c. D.a. H.d.											
Greenhills	8	56	..	..	..	..	64	A.e. C.a. D.a. E.mn. F.h. H.c,n,s.											

COYLTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	49	7	6	49	7	6	..	24	2	0					
Coylton ..	20	..	..	..	..	..	20																					
Littlemill ..	20	..	..	..	..	..	20																					
DAILLY S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	19	3	8	19	3	8	..	14	5	4	2	9	2	..	..	2	9	2
Dailly	28	..	..	..	..	..	28																					
DALMELLINGTON S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	213	19	10	217	16	5	3	16	7	139	5	0	87	18	8	..	..	36	16	2
Benwhat	..	32	..	..	..	..	32	A.e.g. D.a. G.a. ..	..	..																					
Dalmellington	34	16	..	..	..	37	50	C.a,b,w.	..	..	p.																				
Lethanhill	24	52	..	..	..	..	76	C.a,b,s. D.a. E.mn G.a. H.c,l,n.																							
Waterside	32	19	..	..	..	..	51	H.c,n.																							
DALRY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	172	4	10	174	2	10	1	18	0	110	5	4	80	19	9	..	..	80	19	9
Dalry	73	175	..	..	..	..	248	F.p. H.d,n.	..	..																					
DREGHORN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	163	16	1	172	4	1	1	7	0	122	17	1	24	0	0	..	..	24	0	0
Dreghorn	64	39	..	..	..	..	102	A.e. B.f. E.m. H.n.																							
Springside	77	..	..	..	..	..	77																								
DUNDONALD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	157	12	4	162	3	4	4	11	0	64	10	6	60	0	0	..	..	33	1	10
Troon, Portland	21	76	..	..	..	..	97	A.e. C.a,b,c,s,t. F.m. G.a bc,d,m. H.c.d,n.																							
DUNLOP S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	46	8	7	50	8	7	4	0	0	25	5	10	10	11	4	..	..	10	11	5
Dunlop	5	44	..	..	..	..	45	C.a,b,c,g,s,w. H.d.																							
FENWICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	18	18	1	18	1	1	..			9	16	10	4	10	7	..	..	4	10	8
Hairshaw	21	..	..	..	..	..	21																								
GALSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	257	3	7	264	16	8	4	5	0	192	17	8	49	3	10	..	..	18	10	2
Galston	84	186	..	..	..	..	267	C.a,b,s. E.mn. G.bc,g,mc. H.c,d,mn.																							
IRVINE (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	717	10	0	778	17	6	61	7	6	494	14	5	60	0	0	..	20	0	0	142	15	7
Royal Academy	110	338	24	4	..	40	460	A.e. B.f,g. C.a,b,s,t. D.a,s (*p.t.*). F.s (*p.t.*). H.c,d,l,m,n.																							
IRVINE (LANDWARD) S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	24	12	2	25	2	2		10	0	14	11	8	4	19	9	..	..	5	0	9
Annick Lodge	25	..	..	..	..	..	25																								
KILBIRNIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	273	18	3	283	3	8	7	6	2	139	6	8	43	5	5	..	..	43	5	5
Bridgend	69	41	..	..	..	..	107	E.m. H.c,l.																							
Glengarnock	..	109	..	..	..	..	109	G.d,m. H.n.																							
Ladyland	..	45	..	..	..	33	72	H.n.			p.																				
KILMARNOCK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	1,648	2	5	1,879	11	2	202	19	9	1,236	1	10	315	0	0	..	..	125	9	7
Academy	..	293	76	15	9	25	392	F.c. G.el,p,w. H.c,d,l,			c,l,l,m,s.		p.																		
Bentinck	122	113	..	..	..	..	235	C.s,t. H.c,n.																							

* This is a credit balance brought forward from Session 1903–4.

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR—*contd.*																		
KILMARNOCK (BURGH) S.B. —*contd.*																		
Dundonald Road Grammar School	42	48	..	..	..	..	90	H.e,n.										
Glencairn	..	17	5	..	..	..	22		i.									
Hamilton	77	28	..	..	..	..	102	H.e,n.										
High Street	33	..	..	..	..	..	33											
Science and Art School	..	119	44	34	14	..	211	D.a. G.bc,d,mc,mea. H.t.	i.									
West Netherton	28	50	..	..	..	..	78	A.e. G.b,w. H.g. G.a.										
KILMAURS, S.B.	..	..	..	..	..	..	..	..	..	..	124 13 3	124 13 3	..	32 17 5	20 17 11	..	..	20 17 11
Crosshouse	102	12	..	..	..	..	114	H.n.										
Kilmaurs	91	..	..	..	..	..	91	..	..	..								
KILWINNING S.B.	..	..	..	..	..	..	..	..	..	..	58 7 0	58 7 0	..	33 8 10	..	..	..	24 18 2
Kilwinning	80	12	..	..	..	..	92	D.a (*p.t.*).										
LARGS S.B.	..	..	..	..	..	..	..	..	..	..	65 15 2	65 15 2	..	16 10 0	..	..	..	49 5 2
Fairlie	6	6	..	..	..	.	10	C.b.										
Largs	21	..	..	..	..	..	21	..	..	..								
LOUDOUN	..	..	..	..	..	..	.											
Newmilns, Lady Flora's	..	31	..	..	..	..	31	H.n.	..	..	37 8 10	40 8 10	..	28 9 1	4 14 10	7 4 11	..	.
MAUCHLINE S.B.	..	..	..	..	..	..	..	..	..	..	48 19 11	49 14 11	0 15 0	32 19 2	8 0 4	..	..	8 0 5
Mauchline	19	53	..	..	..	..	7	C.a. E.mn. H.d.										

MAYBOLE AND MAYBOLE WEST CHURCH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	144	16	8	144	16	8	..	108	12	6	52	13	10	..	..	..		
Cairn	..	67	90	..	..	..	12	156	C.b,s. H.s,n.	..	..	..	p.																	
Carrick Academy ..	..	..	21	..	..	..	..	21	D.s (*pt.*). G.s,d.																					
MONKTON AND PRESTWICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	33	19	0	36	13	0	0	12	0	14	19	2	..	..	..	21	1	10
Prestwick	..	15	8	..	..	..	..	23	C.s. D.s. E.mn.																					
MUIRKIRK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	358	7	6	362	19	6	4	12	0	149	3	0	104	12	3	..	..	104	1	3
Furnace Road	..	72	45	..	..	..	..	117	E.m. F.c,p. G.mi. H.c,l.																					
Glenbuck	..	30	44	..	..	..	..	74	A.e. E.m. H.c,l.																					
NEW CUMNOCK S.B. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	183	15	4	186	10	4	2	15	0	79	4	7	52	5	4	..	..	52	5	5
Bank	..	43	13	..	..	..	..	56	G.s,d,mi.																					
Beoch Side	..	14	..	..	..	..	..	14																						
Dalleagles	..	40	..	..	..	..	..	40																						
New Cumnock	..	21	16	..	..	..	..	37	H.n.																					
OLD CUMNOCK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	97	6	10	111	18	10	14	12	0	52	2	11	37	2	10	..	..	8	1	1
Old Cumnock	..	32	104	..	..	..	..	136	D.s(*p.t.*). G.s,d. H.d.																					
RICCARTON S.B.	.	..	..	..	..	..	..	..	..	..	..	..	..	178	15	10	178	15	10	..			134	1	11	22	6	11	..	..	22	7	0
Hurlford	..	90	48	..	..	..	..	138	C.w. D.s. G.s. H.n.																					
Riccarton	..	..	41	..	..	..	..	41	G.bc.																					
SORN S.B...	..	..	..	..	..	..	..	..	..	..	..	..	..	127	14	4	132	18	4	0	4	0	82	17	7	22	8	4	..	..	27	8	5
Catrine	..	83	70	..	..	..	..	136	C.s. H.d.																					
Sorn	..	10	..	..	..	..	..	10																						
STAIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	26	3	6	27	4	6	..			19	12	7	3	5	5	..	..	4	6	6
Stair	..	33	..	..	..	..	..	33																						
STEVENSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	194	19	0	209	14	8	6	2	6	140	12	2	31	2	6	..	..	31	17	6
Kyleshill	..	50	25	..	..	..	..	75	H.n.																					
Stevenston	..	45	58	..	..	..	..	103	C.b,s,t. E.m. G.mc.																					
STEWARTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	41	2	9	45	1	4	3	13	7	30	2	1	..			..	..	11	0	8
Stewarton	..	31	22	..	..	..	..	53	G.d,m.																					
STRAITON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	39	15	0	43	0	0	3	5	0	21	8	2	14	3	0	..	..	4	3	10
Patna	..	..	25	..	..	..	..	25	G.m,mi.																					
Straiton	..	12	..	..	..	..	..	12																						
TARBOLTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	152	10	9	152	10	9	..			98	0	11	27	4	11	..	..	27	4	11
New Annbank	..	46	43	..	..	..	..	82	E.mn. G.s,m,mi.																					
Tarbolton	..	41	37	..	..	..	..	77	H.d.																					

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 53 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.)	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials bold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.																		
ALVAH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	25 17 1	25 17 1	..	19 2 0	..	..	..	6 15 1
Alvah	..	18	..	..	..	..	18	A.e. C.a,w. D.a. E.mn.										
Linhead	..	14	..	..	..	..	14	C.a. D.a.										
BANFF (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	72 18 6	79 11 0	6 17 6	34 2 7	.	..	..	38 10 11
Academy	..	70	..	..	..	..	70	C.a,b,s. D.s(*p.t.*) F.c. G.mc.										
BOHARM S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	11 17 6	11 17 6	..	8 18 1	..	..	..	2 19 5
Maggieknockater	28	..	..	..	..	..	28											
CABRACH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	20 13 0	20 13 0	..	11 7 2	..	..	..	9 5 10
Upper	..	22	..	..	..	..	22	C.a,g.										
ENZIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	18 4 1	18 16 1	0 12 0	6 16 0	..	..	..	11 8 1
Enzie	18	..	..	..	..	..	18											
Port Gordon	..	14	..	..	..	..	14	A.e. C.a.										
GAMRIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	149 7 9	164 19 3	4 11 6	104 15 8	..	..	..	55 12 6
Bracoden	33	45	..	..	..	..	78	H.a,d.										
Clenterty	..	20	..	..	..	..	20	C.a,b.										
Longmanhill	..	15	..	..	..	..	15	A.e. C.a,b. D.a. E.mn.										
Macduff	26	100	..	..	..	..	122	A.e. C.a,b,s. D.a,s(*p.t.*). E.mn. G.d. H.d.										
GRANGE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	22 13 2	22 13 2	..	16 19 10	..	..	..	5 13 4
Crossroads	26	23	..	..	..	39	45	H.a.		m.								
INVERKEITHNY S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	8 8 11	8 8 11	..	6 6 8	..	..	..	2 2 3
Kirktown	..	27	..	..	..	33	33	C.a.		m.								
KEITH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	93 12 6	106 10 6	9 15 0	70 4 5	12 4 8	..	..	14 6 5
Keith	..	54	..	..	..	..	54	C.b,s. D.s(*p.t.*) F.s(*p.t.*)										
Newmill	49	..	..	..	..	..	49											

RATHVEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	53	7	10	53	7	10	..	39	10	8	41	11	8	..	..	..
Buckie	..	..	37	41	..	..	..	..	78	D.s (*p.t.*)																		
Findochty	..	..	18	..	..	..	..	..	18																			
BERWICK.																												
CHIRNSIDE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	18	5	0	20	17	6	1	12	6	7	11	8	..	..	..	11	13	4
Chirnside	..	..	..	..	16	..	..	..	..	16	C.s. E.g,mn.																				
GORDON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	13	13	3	18	1	11	3	12	0	10	4	11	..	..	..	4	5	0
Gordon	..	..	..	25	..	..	..	..	..	25																					
GREENLAW S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	26	1	0	29	15	9	2	10	0	19	10	9	..	..	..	7	15	0
Greenlaw	..	..	48	8	..	..	..	..	48	B.f.																					
HUTTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	51	11	5	57	6	2	4	7	6	24	17	1	..	..	...	28	1	7
Hutton	..	..	21	5	..	..	..	..	26	H.n.																					
Paxton	..	..	15	9	..	..	..	..	19	H.n.																					
WHITSOME S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	21	5	0	21	5	0	..			4	16	6	..	..	..	16	8	6
Whitsome	..	..	..	..	13	..	..	..	..	13	C.s. E.mn.																				
BUTE.																															
CUMBRAE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	25	7	3	29	1	3	3	14	0	16	19	10	..	..	..	8	7	5
Cumbrae	..	..	..	..	20	..	..	..	..	20	A.e. C.a,g,w. D.a.																				
KILBRIDE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	19	9	9	19	9	9	..			14	12	4	..	.	..	4	17	5
Corrie	..	..	..	..	7	..	..	..	..	7	A.e. C.a. E.g.																				
ROTHESAY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	166	13	2	174	12	10	6	19	8	79	3	0	..	..	..	98	0	2
Academy and Thomson's Institution	..	..	..	11	..	..	..	..	11	D.s (*p.t.*).																					
Rothesay	..	..	23	117	..	..	..	..	138	A.e. B.l. C.a,b,s. G.bc. H.c,n.																					
CAITHNESS.																															
BOWER S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	14		0	14	0	0	..			9	1	10	..	..	..	4	18	2
Barrock	..	..	..	..	16	..	..	..	..	16	A.e: E.mn. G.a,ag.																				
KEISS S.B	..	..	..	..	..	..	..	..	..	..	..	..	..	78	12	6	78	12	6	..			51	1	2	..	..	..	27	11	4
Aukengill	..	..	..	..	31	..	..	..	..	31	C.a. D.a. E.mn. H.n.																				
Keiss	..	..	..	..	44	..	..	..	48	53	A.e. C.a,b. D.a. H.n.																				
													m.																		

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Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 81 and 82 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CAITHNESS—*contd.*																		
Olrig S.B.	..	..	..	..	..	..	..	..	..	..	13 6 7	13 6 7	..	9 11 3	..	..	..	3 15 4
Castletown	..	16	..	..	..	..	16	A.e. C.g.s. G.m.										
Thurso S.B.	..	..	..	..	..	..	..	..	..	..	65 9 3	65 12 3	..	24 17 9	10 0 0	..	..	30 14 6
Miller Institution	..	25	34	..	..	..	59	A.e. C.a,s. E.g,m. H.n.										
Watten S.B.	..	..	..	..	..	..	..	..	..	..	13 8 4	15 14 0	..	11 14 9	4 7 6	..	0 14 9*	..
Gersa	..	..	18	..	..	..	18	F.s,s (p.t.).										
Wick (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	186 10 6	207 14 6	7 4 0	188 19 8	..	..	..	61 10 10
Pulteneytown Academy	..	20	149	..	..	..	169	A.e. C.a,b,s. D.a (p.t.). E.m F.c,s (p.t.). H.c,d.										
CLACKMANNAN																		
Alloa Science and Art Committee and Burgh S.B.	..	..	..	..	..	..	..	..	..	..	329 17 5	920 14 9	53 16 4	558 14 0	174 9 5	..	15 0 0	118 15 0
Academy and Townhall Buildings	..	..	179	70	29	2	274	D.a,s (p.t.) F.p.		a,e,l,l,s.								
Alloa	..	..	44	..	..	..	44											
Kilncraigs	..	..	113	..	..	..	113	H.c,l,m.										
Sunnyside	..	..	82	..	..	..	82	H.d,n.										

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ALLOA LANDWARD) S.B.	..	..	..	.	..	..	..	..	.	..	..	192	16	5	202	0	9	6	7	144	12	4	25	0	..	..				
Alloa Parish	..	..	94	35	..	..	..	..	129	H.n.																				
Sauchie	..	..	40	27	..	..	..	..	67	H.n.																				
ALVA S.B.	..	..	..	..	..	..	..	..	..	..	..	364	13	11	388	11	1	15	8	182	19	0	49	12	10	..	..	140	15	7
Academy	..	..	24	161	..	..	..	..	175	C.a,b,s. D.a. E.g. F.s(p.t.). G.bc,m, mc,w. H.c,d,l,n,w.																					
Menstrie	..	..	17	42	..	..	..	..	49	C.a,s. H.c,d,n.																				
CLACKMANNAN S.B.	..	..	..	..	..	..	..	..	..	..	..	81	13	1	86	0	7	4	7	6	51	17		..		..		29	15	5
Clackmannan	..	..	15	50	..	..	..	..	65	C.a,c,g,s. H.c.																				
TILLICOULTRY S.B.	..	..	..	..	..	..	..	..	..	..	..	190	15	2	198	19	2	8	4	0	122	0	35	0	0	..	..	23	7	2
Coalsnaughton	..	..	22	26	..	..	..	..	48	F.pg. H.s,c,n.																				
Tillicoultry	..	..	..	137	..	..	..	..	137	C.s. D.s. G.mc. H.c,d,l,n.																				
DUMBARTON.																														
BONHILL S.B.	..	..	.	..	..	..	..	..	..	..	..	337	19	0	350	4	6	9	19	6	258	9	3	61	0	0	..	...	25	15	9
Bonhill	..	.	..	..	60	33	..	..	..	..	117	A.c. C.s. H.d.																		
South Jamestown	..	..	35	35	..	..	..	..	70	H.c,d.																				
Vale of Leven Academy	..		87	208	..	..	..	..	295	C.s. D.s(p.t.). F.s (p.t.). G.bc,m, mc. H.c,d.																				
CARDROSS S.B.	..	..	..	..	..	..	..	..	..	..	..	177	10	10	215	5	7	3	6	11	128	8	3	..		..	..	88	10	5
Renton	..	..	..	88	172	..	..	..	..	260	C.s,t. H.c,d.																			
CUMBERNAULD S.B.	..	..	..	..	..	..	..	..	..	..	..	79	14	3	79	14	3	..			37	12	2	30	3	6	..	..	11	18	7
Cumbernauld	..	..	27	29	..	..	..	..	42	A.c,e. C.s. E.g,mn. G.d. H.c,l.																				
DUMBARTON (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	736	12	3	818	2	2	73	19	6	589	19	7	70	0	0	..	66	6	0	67	17	1
Academy	..	..	..	167	51	2	..	..	220	C.s. D.s,s(p.t.). E.m. G.mc,me,ns,s.		s,l.																		
College Street	..	..	44	26	..	..	..	..	70	G.m.																				
Knoxland	..	..	79	61	..	..	..	..	140	G.m.																				
West Bridgend	..	..	54	..	..	..	..	..	54																					
KIRKINTILLOCH (BURGH) S.B.			..	..	..	..	..	..	..	..	..	151	2	4	179	3	10	23	11	6	113	6	9	30	0	0	..	..	12	5	7
Lairdsland	..	..	21	85	..	..	..	..	106	C.a,b,s. H.d,n.																				
Townhead	..	..	29	59	..	..	..	..	88	G.g,m,mc.																				

* This is a credit balance brought forward from Session 1903–04.

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMBARTON—*contd.*																		
Kirkintilloch (Landward) Cumbernauld and Caddher Combined S.B.	..	..	..	..	..	..	..	..	..	..	81 11 7	81 11 7	—	50 7 1	3 2 6	..	—	23 2 0
Condorrat	58	23	..	..	..	..	65	H.c,d,l,n.										
Kirkintilloch (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	74 13 1	74 13 1	—	35 19 0	—	..	..	38 14 1
Twechar	44	23	..	..	..	..	65	H.c,n.										
New Kilpatrick S.B. ..	..	..	..	..	..	..	..	..	..	..	219 3 3	219 3 3	..	98 3 10	13 5 2	..	..	107 14 8
Craigton	17	..	..	..	..	..	17											
Garscadden	70	..	..	..	..	51	73	..	..	m.								
Milngavie	37	54	..	..	..	33	35	C.a,b,c,s. D.a. H.c,n.	..	m.								
Temple	24	..	..	..	..	..	24											
Old Kilpatrick S.B. ..	..	..	..	..	..	..	..	..	..	..	1,952 12 11	2,137 16 2	164 6 0	1,143 10 7	32 0 0	..	..	797 19 7
Clydebank	128	543	65	..	..	..	732	B.f. C.b,s,t. D.s(p.t.). E.m. G.b,mc, mc,na,p,s. H.a,c,d,m,n.		i.								
Dalmuir	30	43	..	..	..	..	73	E.m. H.d,l,m,n.										
Dunt-scher	20	63	..	..	..	..	83	C.b,s. D.s. E.m. H.c,d,m,n.										
Elgin Street	36	179	..	..	..	7	222	C.b,s. G.d.m. H.a,c,d,m,n.		e.								
Gavinburn	35	59	..	..	..	..	76	C.s. E.m. H.c,d,l.										
Milton	22	29	..	..	..	..	50	C.s H.d.										
Radnor Park	21	27	..	..	..	..	48	H.d,m.										

DUMBARTON—*contd.*																									
Rosneath S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	42 19 0	55 7 0	12 8 0	30 2 10	1 15 0	..	..	1 1 2
Kilcreggan	..	..	19	10	..	..	..	39	59	H.d.			m.									
Roseneath	..	..	..	15	..	..	..	..	15	H.d.												
Row S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	252 17 11	297 18 4	40 2 4	151 4 3	101 0 0	..	12 11 6*	..
Helensburgh Clyde Street	..		25	250	..	..	..	..	274	A.e. C.a,b,s. D.a,s(*p.t.*). G.bc,m. H.												
Clyde Training Ship "Empress"			86	11	..	..	..	..	97	G.n. [c,d,l,n.					19 9 0	19 9 0	..	14 2 5	..	..	5 6 7	..
DUMFRIES.																						
Annan S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	50 5 6	60 6 6	10 1 0	37 14 1	..	..	..	12 11 5
Academy	..	..	..	81	..	..	..	..	81	A.e. C.a,b,s. H.a,d.												
Newbie Technical School		..	..	20	3	..	..	..	23				1.	..	18 2 5	44 5 8	5 15 4	13 11 10	..	..	24 18 6	..
Brydekirk S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16 15 6	16 15 6	..	9 9 6	..	..	..	7 6 0
Brydekirk	..	..	..	16	..	..	..	..	16	A.e,h. B.l. D.n,s (*p.t.*). E.a,g.												
Dryfesdale S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	32 9 0	32 9 0	..	24 6 9	..	..	..	8 2 3
Lockerbie Academy	..	..	..	29	..	..	..	..	29	C.a,b,c,g,s,t,w.												
Dumfries (Burgh S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	443 10 9	466 9 3	22 18 6	312 1 10	..	..	..	131 8 11
Academy	..	..	..	187	28	11	1	36	227	A.e. B.f,g,l. C.a,b,s,t. D.s(*p.t.*).			a,c,i.	p.								
George Street	..	..	..	88	..	..	..	..	83	H.c,d,l,n.												
Loreburn Street	..	..	26	17	..	..	..	..	32	C.b,s.												
Kirkconnel S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	21 17 10	22 7 10	0 10 0	10 8 8	..	..	..	11 9 2
Kirkconnel	..	..	14	..	..	..	..	..	14													
Kirkpatrick Fleming S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	22 17 10	22 17 10	..	12 0 2	..	..	..	10 17 8
Kirkpatrick Fleming	..	..	16	..	..	..	..	..	16	A.e. C.a,s. E.mn.												
Middlebie																						
Eaglesfield G.A. School	..	..	14	..	..	..	..	..	14	C.a,b,s. E.mn.					19 9 8	20 15 8	1 6 0	6 2 1	..	..	13 7 7	..
Moffat S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	24 19 6	25 2 0	0 2 6	10 15 5	..	..	..	14 4 1
Academy	..	..	12	4	..	..	..	..	16	C.a,s.												
Sanquhar S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	27 3 0	27 3 0	..	12 16 6	..	..	..	14 6 6
Sanquhar	..	..	21	..	..	..	..	..	21													

* This is a credit balance brought forward from Session 1903–4.

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List of Continuation Classes—*continued*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH.																		
COCKPEN S.B.	..	..	..	..	..	..	..	..	..	..	20 5 0	31 6 0	1 1 0	14 16 5	..	..	..	15 8 7
Bonnyrigg	17	17	..	..	..	..	18	C.b,s. G.d.										
CORSTORPHINE S.B.	..	..	..	..	..	..	..	..	..	..	28 7 10	28 7 10	..	3 3 4	..	..	..	25 4 6
Corstorphine	6	4	..	..	..	..	6	A.e.										
EDINBURGH S.B.	..	..	..	..	..	..	..	..	..	..	6,783 19 5	7,303 11 6	134 7 9	4,504 14 10	..	..	..	2,664 8 11
Abbeyhill	80	64	..	..	..	..	144	A.e,h. D.a. E.mn.										
Boroughmuir	..	266	..	..	..	..	266	D.a (*p.t.*)										
Bristo	27	99	..	..	..	..	126	A.e. C.a. H.c,d,m,n.										
Bruntsfield	79	171	..	..	..	53	254	A.e. C.a,b,g,p,s,t. H.c,d,m,n.	..	p.								
Castle Hill	354	..	..	..	..	74	354	.. .. ..	..	p.								
Causewayside	32	144	..	..	..	..	144	C.a,b,c,s,t. H.c,d,m,n.										
Dairy	51	126	..	..	..	45	176	A.e. C.a,b,p,s,t. H.c,d,m,n.	..	p.								
Gorgie	..	180	..	..	..	..	180	A.e. C.a,b,s,t. D.a. G.bc,g,m,mc. H.w										
Leith Walk	..	273	..	..	..	97	273	A.e.C.a,b,g,p,s,t. D.a. G.a,bc,g,m,mc, H.w.	..	p.								
London Street	45	110	..	..	..	51	158	C.a,b,p,s,t. H.c,d,m.	..	p.								
Lothian Road	..	220	..	..	..	..	220	A.e. C.a,b,c,g,p,s. D.a. E.mn. G.bc, g,m,mc. H.w.	..	p.								
North Canongate	56	74	..	..	..	..	118	A.e. C.a. H.c,d,m,n.										
North Merchiston	215	56	..	..	..	67	272	A.e,g,h. C.a.										
Portobello	20	131	..	..	..	..	151	A.e. C.a,b,s. D.a. G.m. H.c,d,l,m, n,w.	..	p.								

Regent Road	42	97	..	..	..	..	139	C.a,b,p,s,t. H.c,d,m,n.																
St. Bernard's	50	74	..	..	..	..	124	C.a,b,s,t. H.c,d,m,n.																
St. Leonard's	95	61	..	..	..	..	156	A.e,g. C.a. D.a. E.mn.																
Sciennes	..	165	..	.	..	72	167	C.a,b,c,p,s. D.a. E.g. G.bc,d,m, H.w.	..	p.														
South Bridge	57	60	..	..	..	..	117	A.c,e,h. C.a. G.bc,g,m. H.w.																
Stockbridge	98	66	..	..	..	..	164	C.a,b,s. E.g,mn. G.d. H.w.																
Torphichen Street	27	97	..	..	..	..	97	A.g,h,l. C.a. H.c,d,m,n.																
Royal Institution	..	153	80	73	91	..	396	.. ..	a.	..	2097	17	3	3077	3	3	710	4	6	1573	7	11	..	..	793	10	10	..
The "15" Club	..	34	228	10	..	..	100	287	A.c,g. C.a,s.D.a. H.a,b,w.	c.l.	p,sw.	408	10	4	416	5	5	12	15	1	207	18	7	..	..	196	11	9	..
Typographia	..	..	..	37	..	..	..	..	87	G.t.	..	..	114	9	5	130	7	5	15	18	0	88	18	6	75	0	0	..	0	10	11	..
LASSWADE S.B.	..	..	..	..	..	..	..	..	..	.. ..	..	..	111	16	6	113	5	0	1	8	6	75	5	10	..	..	..	..	36	10	8
Lasswade	..	21	14	..	..	..	..	24	C.b,s.																						
Loanhead	..	39	34	..	..	..	..	41	C.b,s.																						
Roslin	..	62	13	..	..	..	..	52	C.s.																						
LEITH (BURGH) S.B.	..	..	..	..	..	..	..	..	..	.. ..	..	..	4008	3	2	4440	8	1	244	11	9	2346	4	7*	200	0	0	200	0	0	101	10	0	1348	1	9
Academy and Technical College	..	..	..	491	202	95	..	.	687	C.a. D.a(*p.t.*). F.s(*p.t.*). H.c,d,e,l,l,n,w.	a,c,e,l,l,s.																				
Bonnington Road	..	28	24	..	..	..	..	52	A.e. C.a,b,c,s. E.a,d,g,mn. H.c,d,n.																						
Couper Street	..	34	174	..	..	..	88	223	H.c,d,l,m,n.	..	p.																				
Great Junction Street	..	185	..	..	..	..	..	185		..																					
Lochend Road	..	16	56	..	..	..	17	72	H.c,d,l,m,n.		p.																				
Lorne Street	..	53	108	..	..	..	..	161	C.a,b,c,s. G.m. H.c,d,l.																						
Newhaven, Victoria	..	31	60	..	..	..	12	91	D.a. E.a. G.a,d,m. H.c,d,l,n.	..	r.																				
North Fort Street	..	45	128	..	..	..	..	173	C.a,b,c,g,s. E.m. H.c,d,l,n.																						
Yardheads	..	..	95	41	..	..	..	..	132	C.a,b,c,s. E.a,mn. G.d,m. H.c,n.																					
LIBERTON S.B.	..	..	..	..	..	..	..	..	..	.. ..	..	..	32	7	5	33	12	5	1	5	0	16	15	5	..	..	..	..	15	12	0
Buidiehouse	..	..	..	13	18	..	..	..	..	31	A.c,e. C.a. D.a. H.n.																						
MID CALDER S.B.	..	..	..	..	..	..	..	..	..	.. ..	..	..	51	1	11	54	9	11	0	18	0	27	3	8	..	..	..	..	2	10	0	23	18	3
Mid Calder	..	..	..	12	8	..	..	..	..	20	A.e,g. C.a. D.a. E.a,mn.																						
Pumpherston	..	..	..	17	13	..	..	..	..	30	A.e. D.a. E.mn.																						

* From this sum a deduction of £5 16s. 9d. was made in respect of the Session 1903-04 and the Rate aid for that Session falls to be adjusted accordingly.

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Manager.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH—*contd.*																		
Musselburgh S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	42 0 1	42 0 1	..	27 0 7	—	..	..	14 19 6
Grammar School	14	22	..	..	..	..	28	C.b,s.										
Newbattle S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	44 5 0	44 5 0	..	17 17 0	2 0 0	..	..	24 0
Newbattle	5	36	..	..	..	..	28	A.e,h. C.a,s. E.mn. G.bc,mc.										
West Calder S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	97 2 8	103 2 8	6 0 0	49 10 6	27 11 0	..	..	20 1 2
Addiewell	18	18	..	..	..	..	19	C.b. E.mn.										
Cobbinshaw	13	13	..	..	..	..	13	E.m. G.mi.										
West Calder	35	47	..	..	..	..	60	C.b,s. E.mn. G.bc,mc.										
ELGIN																		
Bellie S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	44 3 10	51 15 10	4 2 0	32 4 4	..	..	..	15 19 6
Bellie	51	..	..	..	..	.	51											

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ELGIN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Academy	..	..	..	21	..	..	..	..	21	A.e.g. B.f.l. C.a. E.m. F.s,s (p.t.).													
West End	..	..	..	40	68	..	..	..	..	94	A.e. B.l. C.a,b,s.													
Victoria School	..	..	..	..	59	21	13	..	..	84	H.w.	..	..	s,l.	..	151	5	7	177	8	5	23	12	10	104	18	3	47	0	0	..	1	17	4	..
ELGIN (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	19	17	5	19	17	5	..			14	18	1	..			..			4	19	4
Mosstowie	..	..	..	29	..	..	..	..	29																										
FORRES (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	95	9	0	95	9	0	..			47	1	4	20	3	11	..			28	3	9
Forres	..	..	..	..	32	53	..	..	..	75	B.f. C.s. D.s,s. (p.t.). Em. G.bc,mc.																								
ROTHES S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	55	9	0	60	1	6	4	12	6	41	11	9	..			..			13	17	3
Inchberry	..	..	..	17	..	..	..	..	..	17																									
Rothes	..	..	..	..	57	32	..	..	..	76	A.e. C.a. G.d. H.c.																								
SPEYMOUTH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	11	10	14	11	10	..			9	4	8	..			..			5	7	2
Garmouth	..	..	..	..	18	..	..	..	..	18	A.e. C.a.																								
FIFE.																																			
ABERDOUR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	41	17	11	42	10	5	0	12	6	25	3	6	..			..			16	14	5
Aberdour	..	..	..	15	..	..	..	..	15	C.b,s. D.s. E.g,mm.																									
Donibristle Colliery	..	..	..	20	..	..	..	..	20	D.s. E.s,mn.																									
Aberdour (County Council)	..	..	..	31	..	..	..	..	31	H.d.						*See* under Fife County Technical Education Committee.																			
ANSTRUTHER	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..																				
Waid Academy	..	..	..	34	..	..	..	..	34	C.s. D.s,s (p.t.).						31	12	2	37	14	10	6	2	8	17	6	9	9	0	8	5	4	9	..	..	
AUCHTERDERRAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	87	5	3	99	5	6	4	0	3	32	0	4	32	0	0	..			31	4	11
Auchterderran	..	..	16	26	..	..	..	..	42	G.d,m,mi,su.																									
AUCHTERMUCHTY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	71	5	0	71	5	0	..			41	9	9	12	0	0	..			17	15	3
Auchtermuchty	..	..	..	27	..	..	..	..	27	D.a.																									
Dunshalt	..	..	..	9	..	..	..	..	9	H.n.																									
Madras	..	..	..	30	..	..	..	..	30	H.n.																									
AUCHTERTOOL	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..																				
Auchtertool (County Council)	..	..	31	..	..	..	..	31	H.c,l.						*See* under Fife County Technical Education Committee.																					
BALMERINO	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..				do.						do.										
Gauldry (County Council)	..	..	20	..	..	..	..	20	H.d.																										

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Beath S.B.	..	..	..	..	..	..	..	.. .. ..	..	—	186 2 11	189 15 11	3 13 0	133 14 8*	25 0 0	—	..	27 8 3
Cowdenbeath	36	75	..	..	..	..	110	A.e. E.a,mn. G.a. H.d,n.										
Kelty	21	49	..	..	..	..	70	A.e. C.s. G.m. H.c,d,l,n.										
Lassodie	21	31	..	..	..	..	52	H.d.										
Cowdenbeath (County Council	..	98	15	21	..	..	101	A.e. D.a (*p.t.*). G.el,me,s.		i.	*See* under Fife County Technical Education Committee.							
Burntisland S.B.	..	.	..	..	..	..	..	.. .. ..	..	..	161 5 3	175 4 9	9 19 6	77 4 9	50 0 0	..	..	38 0 6
Burntisland	..	70	14	..	..	..	84	C.s,t. D.a (*p.t.*). H.d.		i.								
Carnbee	..	..	..	..	..	..	..											
Arncroach (County Council)..	..	21	..	..	..	..	21	H.c,l.		—	*See* under Fife County Technical Education Committee.							
Collessie S.B.	..	..	..	..	..	..	..	.. .. ..	..	—	16 13 0	16 15 0	0 2 0	10 2 7	5 0 0	..	..	1 10 5
Collessie	..	19	..	..	..	..	19	A.e. C.s,c.										
Ladybank (County Council)..	..	46	..	..	..	..	46	C.s,t. D.a,s (*p.t.*).		—	*See* under Fife County Technical Education Committee.							
Crail	..	..	..	..	.	..	..											
Crail (County Council).. ..	..	44	..	..	..	..	44	H.c,l.		—		do.			do.			
										..								

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CUPAR																												
Castlehill (County Council)	..	199	..	..	..	23	208	A.e,l. C.a s,t. D.a,s (*p.t.*). H.d.		..	p.	*See* under Fife County Technical Education Committee.																
DALGETY S.B.	..	..	..	..	..	..	..	..	..	..	..	—	..	16	8	3	16	8	—	12	6	2	3	6	8	—	..	0	15	5
Hillend	21	..	..	..	..	..	21	..	..																			
DUNFERMLINE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	1536	3	11	1686	0	2	121	0	0	947	5	0	2	0	0	0	—	—	367	15	2
High School	34	107	..	..	..	..	141	A.e. B.f. C.a,b,s. H.n.																						
Lauder Technical Schoo ..	..	270	58	33	17	35	361	C. b, f, p. D. a (*p. t.*). G.d,m,mi H.t.	F. c, m.	s,l.	p.																	
McLean —	17	7	..	..	..	..	24	C.a,b,																						
Queen Anne	18	204	..	..	..	..	222	A.e. C.a,b,s,t. H.c,d,n.																						
DUNFERMLINE (LANDWARD) S.B.	..	..	..	..	..	..	..	..	—	—	—	—	36	6	2	40	13	8	4	7	6	19	9	7	7	0	0	—	..	9	16	7
Townhill —	17	20	..	..	..	..	37	H.n.																						
DUNINO.																														
Dunino (County Council) ..	..	24	..	..	..	..	24	H.d				—	—	*See* under Fife County Technical Education Committee.																
DYSART (BURGH) S.B. ..	..	..	..	..	..	..	..	..	—	..	—	—	596	0	4	645	6	8	23	16	10	434	17	5	70	0	0	70	0	0	—	46	12	5
Dysart	35	26	..	..	..	..	61	H.d																						
Gallatown	17	19	..	..	..	..	36	H.c.																						
Pathhead	43	202	..	..	..	..	245	C.a,b,s,t. F.pg. H.c,d,n.																						
Sinclairtown	..	49	24	..	..	..	73	D.a,a (*p.t.*). F.s (*p.t.*).		l.																				
FALKLAND S.B. .. — ..	..	..	..	..	..	..	..	..	—	—	—	—	42	9	1	43	7	1	0	18	0	18	18	3	9	10	0	—	—	14	0	10
Falkland —	..	12	..	..	..	..	12	C.a,c,s.																						
Freuchie — — ..	..	24	..	..	..	..	24	C.a. F.s.																						
Falkland (County Council) ..	..	57	..	..	..	..	57	H.c,l.				—	—	*See* under Fife County Technical Education Committee.																
Freuchie (County Council) ..	..	63	..	..	..	..	63	H.c,l.						do.								do.								

* From this sum a deduction of 7*s.* was made in respect of the Session 1903–04, and the Rate aid for that Session falls to be adjusted accordingly.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 53 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Fife County Technical Education Committee	..	..	..	..	..	.	..	..	..	..	1656 14 9	1927 16 11	223 1 7	1242 11 1	462 4 3	..	..	..
Aberdour	..	31	..	..	..	.	31	H.d.										
Auchtertool	..	31	..	.	..	..	31	H.c,l.										
Balmerino, Gauldry	..	20	..	..	..	..	20	H.d.										
Beath, Cowdenbeath	..	98	15	21	..	..	101	A.e. D.s(*p.t.*). G.el,me,s.	i.									
Carnbee, Arncroach	..	21	..	..	..	..	21	H.c,l.										
Collessie, Ladybank	..	46	..	..	..	..	46	C.s,t, D.s,s(*p.t.*).										
Crail	..	44	..	..	..	..	44	H.c,l.										
Cupar, Castle Hill	..	199	..	..	..	28	208	A.e,l. C.s,s,t. D.s,s(*p.t.*). H.d.	..	p.								
Dunino	..	24	..	..	..	..	24	H.d.										
Falkland	..	57	..	..	..	..	57	H.c,l.										
„ Freuchie	..	63	..	..	..	..	63	H.c,l.										
Forgan, Newport	..	46	..	..	..	..	46	H.d.										
„ Wormit	..	38	..	..	..	..	38	H.d.										
Kennoway	..	29	..	..	..	..	29	H.c,l.										
Kettle, Kingskettle	..	33	..	..	..	..	33	H.c,l.										
Kinghorn	..	17	..	..	..	..	17	H.d.										
Kingsbarns	..	26	..	..	..	..	26	H.c,l.								..		
Kirkcaldy	..	391	..	..	..	..	391	G.w. H.c,d,l,t.										
Largoward	..	26	..	..	..	..	26	H.c,l.										
Leslie	..	37	..	..	..	..	37	H.d.										
Leuchars	..	20	..	..	..	..	20	H.d.										
„ Guardbridge	..	33	..	..	..	..	33	H.d.										
Lochgelly	..	77	..	..	..	..	77	D.s,s (*p.t.*). H.d.										
Markinch	..	92	..	..	..	..	92	C.s. D.s,s (*p.t.*). H.d.										
„ Thornton	..	43	..	..	..	..	43	H.c,l.										
Newburgh	..	37	..	..	..	..	37	H.c,l.										
Pittenweem	..	27	..	..	..	..	27	G.bc,mc.										
St. Andrew's, Madras College	..	61	9	..	..	..	70	C.b,s,t. D.s. F.b.	i.									
Scoonie Leven	..	79	..	..	..	..	79	D.s,s (*p.t.*). E.m. G.el.										
Scoonie Leven (Greig Institute)	..	29	21	12	..	..	62	.. .. ..	i.									

Wemyss, Buckhaven			34					34	H.d.																
,, East Wemyss			17					17	H.d.																
,, Kirkland, Crossroads			41					41	H.d.																
,, Methill			56					56	H.d.																
FORGAN S.B.																									
Newport			24					24	C.h,s,t.																
Newport (County Council)			46					46	H.d.																
Wormit (County Council)			38					38	H.d.																
KENNOWAY S.B.																									
Kennoway			20					20	C.a. D.a. E.mn.																
Kennoway (County Council)			29					29	H.c,l.																
KETTLE																									
Kingskettle (County Council)			33					33	H.c,l.																
KILCONQUHAR S.B.																									
Colinsburgh			14					14	D.a. H.w.																
KINGHORN S.B.																									
Kinghorn			40					40	D.a(*p.t.*). G. bc, mc. H.c.																
Kinghorn (County Council)			17					17	H.d.																
KINGSBARNS																									
Kingsbarns (County Council)			26					26	H.c,l.																
KIRKCALDY (BURGH) S.B.																									
Abbotshall			50	82				131	A.e. C.a,b. D.a. E.mn. H.l,n.																
Dunnikier			84	104				188	A.e. C.a,b,s. H.c,l,n.																
High School				186	25	14	17	229	A.e. B.l. C.s,b,f,gn. D.s,s(*p.t.*). F.c,m,s,s(*p.t.*).			a,i.															
Kirkcaldy (County Council)				391				391	G.w. H.c,d,l,t.																
School of Shorthand				77				77	C.p,s.																
KIRKCALDY AND DYSART (LANDWARD) S.B.																									
Boreland			25					25																	

FORGAN S.B.																									
Newport																									
Newport (County Council)									*See* under Fife County Technical Education Committee.																
Wormit (County Council)									do.																
KENNOWAY S.B.																									
Kennoway																									
Kennoway (County Council)									*See* under Fife County Technical Education Committee.																
KETTLE																									
Kingskettle (County Council)									do.																
KILCONQUHAR S.B.																									
Colinsburgh																									
KINGHORN S.B.																									
Kinghorn																									
Kinghorn (County Council)									*See* under Fife County Technical Education Committee.																
KINGSBARNS																									
Kingsbarns (County Council)									do.																
KIRKCALDY (BURGH) S.B.																									
Abbotshall																									
Dunnikier																									
High School																									
Kirkcaldy (County Council)									*See* under Fife County Technical Education Committee.																
School of Shorthand																									
KIRKCALDY AND DYSART (LANDWARD) S.B.																									
Boreland																									

FORGAN S.B.																									
Newport																									
Newport (County Council)																									
Wormit (County Council)																									
KENNOWAY S.B.																									
Kennoway																									
Kennoway (County Council)																									
KETTLE																									
Kingskettle (County Council)																									
KILCONQUHAR S.B.																									
Colinsburgh																									
KINGHORN S.B.																									
Kinghorn																									
Kinghorn (County Council)																									
KINGSBARNS																									
Kingsbarns (County Council)																									
KIRKCALDY (BURGH) S.B.																									
Abbotshall																									
Dunnikier																									
High School																									
Kirkcaldy (County Council)																									
School of Shorthand																									
KIRKCALDY AND DYSART (LANDWARD) S.B.																									
Boreland																									

FORGAN S.B.																									
Newport																									
Newport (County Council)																									
Wormit (County Council)																									
KENNOWAY S.B.																									
Kennoway																									
Kennoway (County Council)																									
KETTLE																									
Kingskettle (County Council)																									
KILCONQUHAR S.B.																									
Colinsburgh																									
KINGHORN S.B.																									
Kinghorn																									
Kinghorn (County Council)																									
KINGSBARNS																									
Kingsbarns (County Council)																									
KIRKCALDY (BURGH) S.B.																									
Abbotshall																									
Dunnikier																									
High School																									
Kirkcaldy (County Council)																									
School of Shorthand																									
KIRKCALDY AND DYSART (LANDWARD) S.B.																									
Boreland																									

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 55 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.			Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
LARGOWARD S.B.	..	..	..	..	..	..	..	— — ..	..	—	16 9 0	16 9 0	—	9 6 2	3 15 0	..	..	3 7 10
Largoward	..	17	..	..	..	..	17	C.s,b. D.s: E.mn.										
Largoward (County Council)	..	26	..	..	..	..	26	H.c,l.	..	—	*See* under Fife County Technical Education Committee.							
LESLIE S.B:	..	..	..	..	..	..	..	.. — ..	..	—	42 0 0	51 8 2	7 16 0	23 7 0	5 0 0	—	..	10 5 2
Leslie	..	68	..	..	..	..	68	C.s. G.bc,d,mc:										
Leslie (County Council)	..	37	..	..	..	..	37	H.d.	..	..	*See* under Fife County Technical Education Committee.							
LEUCHARS	..	..	..	..	..	..	..											
Guardbridge (County Council)	..	33	..	..	..	..	33	H.d.	..	—		do.			do.			
Leuchars (County Council) ..	..	20	..	..	..	..	20	H.d.	..	—		do.			do.			
LOCHGELLY S.B...	..	..	..	..	..	..	..	.. — —	..	—	151 0 11	161 8 9	4 10 0	108 2 10	16 0 0	..	..	32 15 11
Lochgelly	33	92	..	..	..	..	125	E.mn. G.a,d. H.n.										
Lumphinnans	33	27	..	..	..	..	60	H.d,n.										
Lochgelly (County Council) ..	..	77	..	..	..	..	77	D.s,s(p.t.). H.d.	—	..	*See* under Fife County Technical Education Committee.							
MARKINCH	..	..	..	..	..	..	..											
Markinch (County Council) ..	—	92	..	..	..	..	92	C.s. D.s,s(p t.). H.d.	..	..		do.			do.			
Thornton (County Council)	..	43	..	..	..	..	43	H.c,l.	..	..		do.			do.			
NEWBURGH S.B.	..	..	..	..	.	..	..	.. — —	..	—	39 19 3	44 9 3	—	23 2 10	12 0 0	—	1 15 0*	7 11 5
Newburgh	18	21	..	..	..	..	31	C.s,t. E.g,mn.										
Newburgh (County Council) ..	.	37	..	..	..	..	37	H.c,l.	..	..	*See* under Fife County Technical Education Committee.							
PITTENWEEM	..	..	..	..	..	..	..											
Pittenweem (County Council)	..	27	..	..	..	..	27	G.bc,mc.	..	..		do.			do.			

ST. ANDREWS (Burgh) S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	57 13 8	60 3 8	2 10 0	23 0 11	10 0 0	..	20 0 0	4 12 9
St. Andrews	..	26	..	..	..	..	26	A.c. C.a,c,f,g,s,t.												
Madras College (County Council)	..	61	9	..	..	..	70	C.b,s,t. D.a. F.b.		1	..	*See* under Fife County Technical Education Committee.								
ST. MONANCE S.B.	..	..	..	..	..	..	..	..	..	..	..	24 9 5	24 11 5	0 2 0	6 16 0	3 0 0	..	..	14 13 5	
St. Monance	10	..	..	..	..	..	10													
SCOONIE S.B.	..	..	..	..	..	..	..	..	..	..	..	31 1 8	31 9 2	0 7 6	23 6 3	5 0	..	..	2 15 5	
Leven	32	27	..	..	..	..	32	C.a. E.mn.												
Leven (County Council) ..	..	79	..	..	..	..	79	D.a,s (*p.t.*). E.m. G.e.l.		..	..	*See* under Fife County Technical Education Committee.								
Leven Greig Institute (County Council)	..	29	21	12	..	..	62	..	..	i.	.	do.				do.				
WEMYSS S.B.	..	..	..	..	..	..	..	..	..	..	..	224 16 6	250 7 0	15 10 6	128 3 1	56 3 2	..	..	50 10 3	
Buckhaven	40	19	..	..	..	..	59	D.a,s (*p.t.*).												
Coaltown	..	24	..	..	..	..	24	G.mi.												
Kirkland Crossroads ..	..	31	..	..	..	..	31	G.mi.												
Methil	34	22	..	..	..	..	56	C.s.												
Wemyss	22	..	..	..	..	..	22													
West Wemyss, Dorothy ..	..	..	..	..	..	32	32				p.									
Buckhaven (County Council) ..	..	34	..	..	..	..	34	H.d.		..	..	*See* under Fife County Technical Education Committee.								
East Wemyss do. ..	..	17	..	..	..	..	17	H.d.		..	..	do.				do.				
Kirkland, Crossroads (County Council)	..	41	..	..	..	..	41	H.d.		..	..	do.				do.				
Methil (County Council) ..	..	56	..	..	..	..	56	H.d.		..	..	do.				do.				
FORFAR.																				
ARBROATH (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	..	..	665 11 5	787 16 11	30 7 6	499 3 7	100 0 0	..	..	108 5 10	
Cookery School	..	89	..	..	..	..	89	H.c,l.												
High School	..	240	42	16	11	87	295	B.f,g.D.a,s(*p.t.*).F.c.G.sp.H.d,m.w.		i.	m,p.									
Parkhouse	75	118	..	..	..	..	193	A.c. C.a,b,s. E.m.												
BARRY S.B.	..	..	..	..	..	..	..	..	..	..	..	131 5 8	151 5 8	20 0 0	74 11 6	..	..	5 2 0	51 12 2	
Carnoustie	..	119	..	..	..	..	119	C.a,b,s. D.s (*p.t.*). G.bc,mc. H.d.												

* This is a credit balance brought forward from Session 1903–4.

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FORFAR—*contd.*																		
BERRIEHILL (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	355 5 7	394 13 1	26 5 0	266 9 2	45 0 0	..	..	56 18 11
High School	65	114	25	17	..	40	177	D.a.a (*p.t.*).	a,c,l.	p.								
Union Street	..	31	..	..	..	..	31	H.c,l.										
BROUGHTY FERRY S.B.	..	..	..	..	..	..	..	..	..	..	92 16 4	96 10 4	3 14 0	42 13 9	..	..	..	50 2 7
Grove Academy	23	51	..	..	..	..	76	A.e. C.a,b,s. D.a. E.g. G.bc.										
DUNDEE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	3936 4 11	4247 19 10	338 8 11	2931 3 3	..	100 0 0	..	883 7 3
Ann Street	280	227	..	..	..	..	282	H.w.										
Constable Street	..	145	..	..	..	..	145	H.c,d,l,m.										
Dudhope	449	..	..	..	..	..	449											
Dudhope Castle	..	56	..	..	..	..	56	H.w.										
Harris Academy	21	498	..	..	..	..	519	A.e. B f,g,l,s. C.a,b,c,g,s,t. D.a,s(*p.t.*). E.mn. F.s (*p.t.*). G.d,m.										
Hawkhill	51	..	..	..	..	..	51											
Hill Street	129	242	..	..	..	25	371	H.c,d,l,m,n.	..	p.								
Lochee Liff Road	146	460	..	..	..	46	183	A.e. C.a,b,c,s,t. D.a. E.g,mn. G.a,d. H.c,d,l,m,n,w.	..	p.								
Mitchell Street	218	47	..	..	..	..	218	H.w.										
Morgan Academy	..	682	..	..	..	19	694	A.e,g. B.f,g,l,s. C.a,b,c s,t,w. D.a. E.g, m,mn. G.d. H.d,n.	..	e.								
Rosebank	28	98	..	..	..	17	126	H.d,m,n.	..	p.								
Tay Street	30	54	..	..	..	..	84	H.c,n.										
Victoria Road	138	..	..	..	..	..	138											
Wallacetown	142	..	..	..	..	..	142											
Navigation School	..	90	..	..	..	..	90	E.m. G.as,n.	..	..	165 19 7	209 16 1	63 16 6	124 9 8	16 0 0	..	20 9 11	..

FORFAR (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	391	14	2	391	14	2	..		293	19	7	..				
Academy	..	..	129	100	16	12	..	..	247	C.a,g,s,t. D.a,n. (*p.t.*). H.w.				i,s.																
KIRKDEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	23	13	4	23	13	4	..		15	18	10	..		..		7	14	6
Kirkden	..	..	10	15	..	..	..	10	17	A.c H.n.					m.																
KIRRIEMUIR S.B.	..	..	..	..	..	..	..	..	..					..	..	40	10	0	42	10	0	2	0 0	21	0	3	..		..		19	9	9
Reform Street	..	..	..	33	..	..	..	..	33	C.a,b,c,s,t. E.m.n.																					
MONIFIETH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	44	14	7	49	16	1	4	15 0	23	11	7	..		..		21	9	6
Monifieth	..	..	..	..	32	..	..	..	..	32	D.a. E.d. G.a,mc.																				
MONIKIE S. B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	19	13	0	19	13	0	..		11	7	0	..		..		8	6	0
Monikie	..	..	..	33	..	..	..	..	..	33																					
MONTROSE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	550	19	8	593	13	2	15	0 6	413	4	9	..		..		165	7	11
Academy	..	..	42	295	37	13	9	43	391	B.f,g. C.a,b,g,w. D.a. (*p.t.*). G.h. H.c,d,l,m,n.				a,c,i,s.	p.																	
North Links	..	..	98	..	..	..	..	96	101						p,sw.																
Southesk	..	..	44	..	..	..	..	24	44						p.																
HADDINGTON.																															
DUNBAR (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	38	0	1	38	0	1	..		19	5	11	8	19	6	..	9	14	8
East Barns	..	..	31	21	..	..	..	..	46	H.n.																					
GLADSMUIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	33	4	0	34	19	0	1	15 0	24	18	0	9	0	0	1 3 9*	..		
Macmerry	..	..	37	37	..	..	..	..	37	C.b.																					
HADDINGTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	142	9	2	152	6	8	9	17 6	83	12	5	9	0	0	..	49	16	9
Haddington	..	..	18	75	..	..	..	..	81	C.a,b,s. D.a. F.c. G.bc. H.c,l.																					
Haddington County Technical Education Committee	..	..	..	..	..	..	..	..	..					..	..	112	17	10	119	9	11	..		26	17	7	92	12	4	..	..		
Ormiston	..	..	..	19	..	..	..	..	19	G.m,mi.																					
Prestonpans	..	..	..	29	..	..	..	..	29	G.m,mi.																					
ORMISTON	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			..			..		..			..			..	..		
Ormiston (County Council)		..	19	..	..	..	..	19	G.m,mi.						*See* under Haddington County Technical Education Committee.																
PRESTONKIRK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	8	6	31	8	6	..		17	19	4	9	0	0	..	4	9	2
East Linton	..	..	27	..	..	..	..	..	27																						
PRESTONPANS	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			..			..		..			..			..	..		
Prestonpans (County Council)	..	..	..	..	29	..	..	..	..	29	G.m,mi.					*See* under Haddington County Technical Education Committee.																

* This is a credit balance brought forward from Session 1903–1904.

Name of Continuation Class Center.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.							
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.			
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.		
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
INVERNESS.																				
Inverness (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	342 3 9	368 10 9	26 7 0	154 7 7	..	..	..	187 16 2		
High School	18	69	..	..	..	..	80	A.e. B.ga,l. C.a,b,c,s. E.m.												
Technical School	..	109	..	..	..	..	109	G.d.H.c,l,n,w.												
Technical School (Local Committee)	..	137	9	18	1	..	154	C.c,p,s. D.a,s (*p.t.*). F.c. G.m,me,p.		a,l.	283 19 9	349 5 5	40 1 6	176 4 11	..	..	270 12 8*	..		
Kilmallie S.B.	..	..	..	..	..	..	..	..	..	..	54 10 0	56 19 6	2 9 6	25 16 9	..	..	..	28 13 3		
Banavie	17	..	..	..	..	9	17			m,p.										
Fort William	..	21	..	..	..	..	21	C.a,b,c,s. E.mn.												
Onich	20	..	..	..	..	..	20													
Kiltarlity S.B.	..	..	..	..	..	..	..	..	..	..	25 11 0	25 11 0	..	22 7 1	..	..	..	3 3 11		
Culburnie	48	..	..	..	..	..	48													
South Uist S.B.	..	..	..	..	..	..	..	..	..	..	573 2 9	533 17 5	..	479 15 7	..	..	..	104 1 10		
Carnan	23	..	..	..	..	..	23													
Daliburgh	79	75	..	..	..	..	79	B.ga. H.d,n.												
Eriskay	76	..	..	..	..	..	76													
Garrynamonie	115	..	..	..	..	..	115													
Howmore	49	..	..	..	..	..	49													
Jochdar	68	..	..	..	..	5	68			m.										
Torlum	81	..	..	..	..	..	81													
KINCARDINE.																				
Bervie S.B.	..	..	..	..	..	..	..	..	..	..	80 19 9	83 1 2	0 5 0	58 8 2	..	..	..	24 8 0		
Bervie	21	14	..	..	..	..	35	G.bb. H.cm.												
Gourdon	45	..	..	..	..	..	45													
Dunnottar S.B.	..	..	..	..	..	..	..	..	..	..	34 9 2	34 9 2	..	24 17 0	..	..	..	9 12 2		
Brackmuirhill	..	26	..	..	..	..	26	G.ag.												
Fettercairn S.B.	..	..	..	..	..	..	..	..	..	..	24 13 3	24 13 3	..	16 5 5	..	..	..	8 7 10		
Fettercairn	..	20	..	..	..	..	20	C.a,b,s.												

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FETTERESSO & RICKARTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	35	17	1	61	5	3						
Cairnhill	..	19	..	..	..	..	19	C.a,b. E.mn. G.g.																
Cookney	..	20	..	..	..	..	20	C.a. E.mn.																
FORDOUN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	61	17	6	61	17	6	..	31	12	11	..	..	..	30	4	7
Fordoun	..	11	..	..	..	..	11	H.w.																
Landsend	..	13	..	..	..	..	13	H.w.																
GLENBERVIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	17	17	6	18	17	6	0	6	6	9	6	0	..	..	3	9	6†	5	15	6
Glenbervie	..	14	..	..	..	..	14	E.mn. G.g.																								
LAURENCEKIRK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	58	7	2	58	7	2	..	43	15	4	..	..	2	4	11†	12	6	11
Laurencekirk	..	33	..	..	..	..	33	C.b,s.																								
Redmyre	..	23	..	..	..	..	23	H.cm.																								
KINROSS.																																
FOSSOWAY.																																
Fossoway (County Council) ..	..	42	..	..	..	..	42	H.c,l.	..	..	..	..	*See* under Kinross County Technical Education Committee.																			
KINROSS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	20	10	0	20	10	0	..	5	0	6	..	..	..	..		15	9	6		
Kinross	17	..	..	..	..	..	17																									
Kinross (County Council) ..	..	76	..	..	..	..	76	H.c,l.	..	..	..	..	*See* under Kinross County Technical Education Committee.																			
KINROSS COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	..	..	..	..	..	134	19	8	176	14	2	21	14	6	101	4	9	53	14	11	..	..		..	
Fossoway	..	42	..	..	..	..	42	H.c,l.																								
Kinross	..	76	..	..	..	..	76	H.c,l.																								
Orwell, Milnathort	..	66	..	..	..	..	66	G.bc. H.c,l.																								
Portmoak, Scotlandwell ..	..	18	..	..	..	..	18	H.d.																								
ORWELL	..	..	..	..	..	..	..	..																								
Milnathort (County Council) ..	..	66	..	..	..	..	66	G.bc. H.c,l.	..	..	..	..	*See* under Kinross County Technical Education Committee.																			
PORTMOAK	..	..	..	..	..	..	..	..																								
Scotlandwell (County Council)	..	18	..	..	..	..	18	H.d.	..	..	..	..	*See* under Kinross County Technical Education Committee.																			
KIRKCUDBRIGHT.																																
KELTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	33	5	6	33	18	0	0	12	6	24	19	1	..	..		..		8	6	5
Gelston	30	12	..	..	..	..	31	C.b,s.																								
KIRKMABRECK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	27	1	3	27	1	3	..			20	5	11	..	..		..		6	15	4
Kirkmabreck	32	33	..	..	..	..	35	G.s. E.mn.																								

* This includes a credit balance of £260 10s. 5d. brought forward from Session 1903-4. † These are Credit Balances brought forward from Session 1903-4.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Manager.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KIRKCUDBRIGHT—*contd.*																		
Kirkpatrick-Durham & Urr Combined S.B.	..	..	..	..	..	..	..	..	..	..	19 12 0	19 12 0	..	7 8 6	..	..	4 0 0	8 3 6
Crocketford	19	..	..	..	..	..	19											
New Abbey S.B.	..	..	..	..	..	..	..	..	..	..	24 3 5	24 3 5	..	14 4 2	..	..	..	9 19 3
New Abbey	26	8	..	..	..	..	26	C.b.										
Troqueer S.B.	..	..	..	..	..	..	..	..	..	..	87 13 4	95 12 10	..	45 17 5	..	..	..	49 15 5
Laurieknowe	..	58	..	..	..	..	58	A.g. C.a,b,c,s,t. D.s. E.mn. H.c,n.										
Urr S.B.	..	..	..	..	..	..	..	..	..	..	105 17 11	112 19 9	7 1 10	72 10 2	..	..	..	33 7 9
Dalbeattie	..	63	..	..	..	..	63	C.a,b,c,s,w. G.d,m. H.c,d,n,w.										
LANARK.																		
Airdrie (Burgh) S.B. ..	..	..	..	..	..	..	..	..	..	..	334 17 7	998 2 7	108 5 0	663 13 2	125 0 0	..	..	96 4 5
Academy	..	586	14	17	..	25	612	A.e. B.f,g,l. C.a,b,c,s,t. D.s. E.m. F.c,p. G.bc,mi. H.d,m,n.		1	e.m.							
Albert	73	..	..	..	..	..	73											
Victoria	124	..	..	..	..	..	124											
Academy (County Council) ..	..	64	..	..	..	..	64	D.s (*p.t.*). F.s (*p.t.*).		..	..	*See under Lanark County Technical Education Committee.*						
Avondale S.B.	..	..	..	..	..	..	..	..	..	..	247 0 1	269 10 0	14 19 11	102 8 11	120 10 6	..	..	31 15 8
Strathaven Academy ..	..	153	..	..	..	..	153	C.b,c,s,t. D.s,s(*p.t.*). .e,s,s (*p.t.*). G.ag. H.c,d.										
Biggar S.B.	..	..	..	..	..	..	..	..	..	..	21 16 4	23 13 10	1 17 6	10 8 1	..	..	..	11 8 3
High School	..	37	..	..	..	..	37	C a,b. D.s. E mn.										

BLANTYRE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	265	1	8	301	15	8	36	14	5	132	0	8	84	13	10	..	..	98	7	2
Auchinraith	115	182	..	..	..	46	254	C.b,s. E.a,mn. H.a,c,d,n.				p.																				
BOTHWELL S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1089	6	10	1109	1	10	17	10	0	685	5	11	151	14	2	..	..	254	11	9
Bellshill	124	157	..	..	..	..	260	C.b,s.t. H.d,m,n.																										
Bellshill Academy	..	50	..	..	..	..	50	E.g,m. G.bc,me,mi.																										
Bothwell	48	53	..	..	..	..	88	H.d,n.																										
Chapelhall	49	79	..	..	..	..	124	E.m. H.d,n.																										
Hamilton Palace Colliery	45	64	..	..	..	..	107	A.e. E.m. H.d,n.																										
Holytown	43	26	..	..	..	..	57	C.b,s. H.d.																										
Mossend	31	23	..	..	..	..	31	C.s.																										
Muiredge	67	33	..	..	..	..	97	H.d.																										
New Stevenston	39	42	..	..	..	..	60	E.d,g. H.d.																										
Tannochside	79	43	..	..	..	55	136	E.a,d,m,mn.				m.																						
Uddingston Grammar School	..	169	..	..	..	..	169	A.e. C.a,b,f,s. F.c,p. G.bc,d,m,me, mi,s. H.c,d,n.																										
Elmwood Convent School ..	..	58	..	..	..	..	58	D.s (*p.t.*). F.s (*p.t.*).			..	..		162	12	7	206	19	10	..			94	11	0	..		..	..		112	8	10	..	
CADDER S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	113	14	4	119	14	10	6	0	6	75	8	7	..		..	..		..	38	5	9
Auchinloch	15	21	..	..	..	..	36	H.c,n.																										
Bishopbriggs	31	28	..	..	..	..	58	H.d.																										
Chryston	..	37	..	..	..	..	37	A.e. C.a. E.g,mn H.d,n,w.																										
CALDERHEAD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	129	10	6	155	18	4	26	7	10	97	2	10	4	14	1	..	..	27	13	7
Calderhead	52	148	..	..	..	..	200	A.e. C.a. D.a. E.m. H.c,n.																										
CAMBUSLANG S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	708	19	10	815	16	7	14	12	6	407	5	1	46	17	1	..	..	347	1	11
Cambuslang	98	296	..	..	..	87	411	C.b,s.E.m.F.h.G.bc,d,mi.H.a,c,m,n,t.			..	p.																						
Hallside	43	73	..	..	..	24	115	E.m. G.d,me,mi. H.a,d,m. ..			..	p.																						
Newton	78	93	..	..	..	44	153	C.a,s,w. E.a,mn. G.d. H.a,d. ..			..	p.																						
CAMBUSNETHAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	780	9	8	1210	3	11	52	15	0	890	13	10	..		..	..		..	766	15	1
Berryhill	74	96	..	..	..	..	145	A.e. B.f,l. C.a,s,t. E.m. F.m. H.d.																										
Cambusnethan	20	90	..	..	..	..	110	A.e. C.a. E.a,mn. H.d,n.																										
Newmains	31	114	..	..	..	..	133	A.e,l. C.a,b,s. D.a. E.m; H.d,n.																										
Waterloo	23	42	..	..	..	..	47	E.m. H.d,n.																										
Wishaw	42	201	..	..	..	..	242	A.e. C.a,b,s. H.cm,d,m,n.																										
Wishaw Technical	..	183	..	..	..	..	183	A.e. B.f,g. D.a (*p.t.*). E.m. F.m,s. G.bc,mc,me,mi,pa,s.																										
CARLUKE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	381	5	8	396	7	5	15	1	9	190	5	9	95	6	11	..	..	95	13	0
Carluke	25	129	..	..	..	..	153	A.e,g,h. B.f,l. C.a,b,s. E.m. F.c,n,s. (*p.t.*) G.bc,m,mc,me. H.c,d,n.																										
Law	28	83	..	..	..	..	90	A.e. C.a,b,s. E.m. F.g,z. H.a,c,d,n.																										
CARNWATH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	40	0	0	40	0	0	..			23	11	0	..		..	..		..	16	9	0
Forth	19	..	..	..	..	..	19																											
Wilsontown	27	..	..	..	..	..	27																											

List of Continuation Classes—*continued.*

Name of Continuation Class Center.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
CARSTAIRS S.B.	..	..	..	..	..	..	..	.. .. ..	—	—	36 1 8	36 1 8	—	47 7 6	—	—	—	36 14 2
Carstairs Junction	34	80	..	..	..	..	97	C.a. G.mc. H.d,n.										
CRAWFORDJOHN	..	..	..	..	..	..	..	.. .. ..	—	—	17 0 0	17 0 0	—	8 8 1	—	—	8 11 11	..
Abington	..	33	..	..	..	..	33	H.a.										
DALSERF S.B.	..	..	..	..	..	..	..	.. .. ..	—	—	120 14 4	120 14 4	—	71 14 11	12 17 7	..	—	36 1 10
Dalserf	26	..	..	..	..	..	26	.. .. ..										
Netherburn	31	12	..	..	..	..	43	H.n.										
Shawsburn	46	56	..	..	..	..	99	G.mi. H.d.										
DALZIEL S.B.	..	..	..	..	..	..	..	.. — ..	—	—	1,449 8 9	1,593 11 11	144 3 2	1,056 14 11	—	..	162 13 0*	230 0 10
Craigneuk	47	..	..	..	..	..	47	.. .. ..										
Dalziel	120	..	..	..	..	..	120	.. .. ..										
High School	27	672	32	..	..	..	731	A.e. B.f,g,gr,j. C.b,s,t. D.a.a. (*p.c*). E.d,m,mn. F.c,m,me. G.bc,el,g, mc,me,mi,p,s,st. H.c,d,l,m,t,w.	1.									
Merry Street .. — ..	346	..	..	..	..	56	346	.. .. ..		m.p.								
Muir Street	169	87	..	..	..	..	181	G.me,mi										
DOUGLAS S.B.	..	..	..	..	..	..	..	.. .. ..	—	—	131 4 0	138 14 0	7 10 0	74 0 8	—	—	—	57 3 4
Douglas	16	70	..	..	..	..	72	C.a,b. E.m. H.c,d.										
Stablestone	31	36	..	..	..	..	47	C.a,w. H.d,n.										
DOUGLAS WATER S.B. ..	..	..	..	..	..	..	..	.. .. ..	—	—	26 9 4	26 9 4	—	19 17 0	—	..	—	6 12 4
Douglas Water	15	21	..	..	..	44	56	A.e. D.a. E.mn.		m.								
EAST KILBRIDE S.B.	..	..	..	..	..	..	..	.. .. ..	—	—	47 6 0	51 0 0	3 14 0	14 19 2	..	..	..	32 6 10
East Kilbride	..	19	..	..	..	..	19	A.e. C.a,s. H.n.										
GLASGOW (BURGH) S.B.								.. .. ..	—	..	19,549 1 1	19,582 7 1	3,494 0 4	10,075 18 2	—	..	340 0 0	5,642 8 7
Abbotsford	..	357	5	1	..	15	345	A.e. B.g,l. C.a,b,c,s. E.m. G.m. H.a,d,l,m,n	1.	m.								
Adelphi Terrace	233	131	.	..	..	156	448	C.a,b,s. E.a,mn. H.a,c,d,m w.		p.								

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Calton	..	..	..	142	155	..	..	..	..	302	A.e C.a,b,c,s. H.d,m,n.																		
Camden Street	..	..	..	94	180	..	..	..	..	307	C.b,s H d,m,n.																		
Crookston Street	..	..	..	89	298	18	..	..	..	475	A.e. B.f. C.a,b,s. K.m. H,d,m,n,s. ..	i.																		
Dennistoun	..	..	..	103	86	..	..	..	9	170	C.b,s. G.a. H.d,n,w.	..	p.																	
Dunard Street	..	..	..	186	372	..	..	..	68	528	A.e. C.a,b,p,s,t. D.a. G.g,m. H.c,d, m,n.	..	p.																	
Girls' High School	..	..	..	..	88	..	..	..	32	69	F.b,s.	..	p.																	
Gorbals	..	..	..	250	215	6	..	..	..	484	C.b,s. Da. E.m. H.c,d,m,n.	..	a,l.																	
Grove Street	..	..	..	188	324	..	..	..	..	484	C.b,s. E.m. H.a.c,d,m.																		
High School	..	..	..	..	707	21	..	..	112	839	A.e,g,p. B.ga. C.a,b,c,cs,s,w. E.m. G.m.	a,l.	e,m,p.																	
John Street, Bridgeton	..			106	725	67	23	..	52	944	A.e. B.f,g. C.a,b,s. E.m. F.h. H.c,d, l,m,n,s,w.	a,l.	e,p.																	
Kennedy Street	..	..		113	106	..	..	..	90	266	A.e. C.a,b,c,s,w. E.m. H.c,d,m,n. ..	..	m,p.																	
Kent Road	..	..	..	146	393	27	2	..	17	1106	A.e. B.f. C.a,b,s. D.a. E.m. H.c,e, n,s,w.	a,l.	e,m.																	
Keppochhill	..	..	..	71	105	..	..	..	..	164	B.f. C.a,b,s. D.a. E.m. H.d,m,n.																		
Milton	..	..	..	128	84	..	..	..	..	166	C.b,s. H.c,d,m,w.																		
Napiershall	..	..	..	98	417	26	..	..	39	519	A.e. C.a,b,c,s. E.g. G.m. H.c,d,m, n,t.	i.	m.																	
Newlands	..	..	..	109	129	..	..	..	42	243	A.c,e,h. C.a,b,c,s. D.a. H.c,d,m,n.	..	p.																	
Oakbank	..	..	..	80	81	..	..	..	48	165	A.e. C.a,b,s. E.m. G.a. H.d,m,n. ..	..	m.																	
Oatlands	..	..	..	114	168	..	..	..	2	280	C.b,s. E.m. H.d,m,n.	..	m.																	
Petershill	..	..	..	113	276	37	9	..	..	399	A.e. C.a,b,c,s. H.d,w.	i.																		
Provanside	..	..	..	..	777	19	8	3	56	843	A.e,g,h. C.a,b,s,w. E.m. F.m. H.c,d, m,n,w.	a,l,l.	p.																	
Pupil Teachers' Institute	..			..	349	..	..	..	..	349	A.e. B.f,l. D.a.(*p.t.*). E.m. F.s.(*p.t.*). H.n.																		
Queen Mary Street	..	..		58	71	..	..	..	..	129	A.e C.a,b,s. H.d,l,m,n.																		
Springburn	..	..	..	131	256	..	..	..	21	384	A.e. C.a,b,s. D.a. G.m. H.c,d,e,m, n,w.	..	p.																	
Springfield	..	..	..	95	177	..	..	..	..	231	A.e. C.a,b,s. D.a. E.m,mn. H.c,d,m, n,w.																		
Townhead	..	..	..	228	344	..	..	..	..	446	A.e. C.a,b,s. F.h. G.m. H.c,d,m,n.																		
Tureen Street	..	..		133	157	..	..	..	55	280	A.e. C.a,b,s,H.c,d,m,n,w. ..	..	p.																	
Washington Street	..	..		98	95	..	..	..	..	167	A.e. C.a,b,s. E.m. H.c,d,m,n,w. ..																		
Whitehill	..	..	..	..	941	57	8	4	151	1155	A.e,p. B.gr,l. C.a,b,s,w. E.m. G.m. H.c,n,w.	a,l,l.	e,m,p.																	
Woodside	..	..	..	..	928	14	3	..	159	1096	A.e. C.b,s,w. D.a. E.m. F.c. H.c,d, m,n,w.	a.l.	e,m,p.																	
Charlotte Street Convent School.				..	63	..	..	..	..	63	D.a. (*p.t.*). F.s. *p.t.*).	..	..	189	1	10	212	4	..	..	115	18	9	..	..	96	10	7	..	
St. John's Street R.C.	..			104	..	..	..	..	..	104	.. .. ..	..	..	77	3	10	77	3	10	..	55	7	0	..	..	21	16	10	..	
St. Mungo's Academy R.C.	..			..	43	..	..	..	..	43	D.a. (*p.t.*). F.s. (*p.t.*).	..	..	84	3	3	135	5	9	1	2	6	59	13	9	..	..	74	9	6	..	
School of Cookery and Domestic Economy.				..	52	..	..	..	..	52	F.h.	..	..	10	9	0	28	13	0	18	4	0	7	16	9	..	..	2	12	3	..	
United Y.M.C.A. (Christian Institute).				..	545	..	..	..	116	654	A.e,l. B.f,g,s. C.a,b,c,p,st,w. E.d,m. G.g,mc. H.a,c,s.	..	e,p.	406	10	5	907	10	2	398	9	9	304	17	10‡	150	0	0	..	54	2	7	..	
United Y.M.C.A. (Eastern Section).				..	39	..	..	..	33	70	C.b,s,w. H.a.	..	..	39	19	7	57	3	11	17	4	4	16	9	3	..	..	23	10	4	..	
United Y.M.C.A. (Govan Section).				..	87	45	9	..	..	141	.. ..	i.	..	188	16	4	265	15	0	54	13	0	141	12	3†	50	0	0	..	19	9	9	..	
United Y.M.C.A. (Southern Section).				..	179	..	..	..	..	179	A.e. B.f,g,l. C.a,b,s,w. E.m. G.g,m, mc. H.a.	..	..	83	12	2	200	11	2	116	19	0	62	14	1	..	..	20	18	1	..	
GLASSFORD S.B.	..	..		..	..	..	..	..	..	..	.. ..	..	..	29	19		32	17	7	2	12	0	21	16	5	..	..	..	..	8	9	2
Chapelton	..	..	..	..	35	..	..	..	..	35	H.d.																		
Glassford	..	..	..	..	17	..	..	..	..	17	H.d.																		

* This is a credit balance brought forward from Session 1903–4. † In addition to this sum a grant of £11 16s. 0d. was made in respect of Session 1903–4, and the Rate aid for that Session falls to be adjusted accordingly. ‡ In addition to this sum a grant of £113 14s. 10d. was made in respect of the Session 1903–4, and the Rate aid for that Session falls to be adjusted accordingly.

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Manager.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
Govan S.B.	..	..	..	..	..	..	..	..	..	..	5940 16 7	7805 10 8	1263 6 7	4364 9 2	..	..	120 0 0	1457 14 11
Bellahouston Academy	..	574	49	6	..	107	708	A.e. C.a,b,p,s,t. E.m. F.c,m. H.c.w.	a,l,l.	m.p.								
Copeland Road	108	55	..	..	..	..	158	A.e. C.a. H.c,d,m,n,w.										
Elder Park	..	37	..	..	..	..	37	H.c,d,n.										
Fairfield	206	173	8	..	..	..	382	A.e. B.f. C.a,b,s. E.m. H.d,m.	l.									
Govanhill	168	..	..	..	..	..	168											
Hillhead	..	174	7	..	..	..	181	A.e. B.f.g. C.a,b,p,s,t. E.m.	l.									
Hill's Trust	43	..	..	..	..	..	43											
Lambhill Street	78	..	..	..	..	..	78											
Lorne Street	37	176	..	..	..	..	213	H.c,d,m,n,t.										
Partick, Hamilton Crescent	..	488	54	..	..	35	569	A.e.B.f.g.s.C.a,b,p,s,t.E.m.F.m.H.w.	a,l.	e,m.								
Partick, Rosevale Street	151	..	..	..	..	..	151											
Partick, Stewartville	50	249	..	..	..	..	299	H.c,d,l,m,n,t.										
Pollokshields, Albert Road	..	423	18	..	..	26	446	A.e. C.a,b,s,t. E.m. F.c,m,n. H.c,d, m,n,w.	a,l.	m.								
Pupil Teachers' Institute	..	224	..	..	..	..	224	D.a. (*p.t.*) F.s (*p.t.*).										
Strathbungo	..	975	65	21	9	26	1068	A.e. C.a,b,p,s,t. E.m. H.c,d,l,m,n, t,w.	a,l,l.	e.								
Whiteinch	110	35	..	..	..	..	145	H.c,d,m,n.										
Anderson's College Medical School	..	12	..	..	..	..	12	F.c.	..	..	22 6 11	35 6 11	8 0 0	16 15 2	7 10 0	..	3 4 3*	..
Dowanhill Academy Roman Catholic	..	157	..	..	..	45	157	A.e,g,h. B.f. D.a (*p.t.*). E.a. F.h,pl,s (*p.t.*). H.e,n.	..	m.	460 12 4	460 12 4	..	345 9 3	..	..	115 3 1	..
Hamilton (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	2407 8 10	2623 8 10	211 0 0	1674 7 9	231 10 0	..	..	511 11 1
Academy	..	277	104	50	36	10	365	A.e. B.f,g. C.b,p,s. D.a,s. (*p.t.*). F.c,h,m.G.bc,br,e,mc.H.a,b,c,n,w.	a,c,d,l,m	p.								
Beckford Street	29	45	..	..	..	..	56	C.a,b,g,s,w. H.n.										

Bent Road	23	219	..	..	..	..	220	D.a. H.a,c,d,l,m,n.															
St. John's Grammar School	10	34	..	..	..	..	42	A.e. C.a,b,s.															
Townhead	18	34	..	..	..	..	39	C.w. D.a. E.g,mn. H.w.															
HAMILTON (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	979	5	8	1006	1	4	26	15	8	611	13	7	44	12	2	..	..	322	19	11
Ferniegair	63	103	..	..	..	..	106	D.a. E.m. H.c,d.															
Glenlee	52	166	..	..	..	..	202	A.e. C.a. D.a. E.m. H.c,d,m,n.															
Greenfield	27	174	..	..	..	..	195	D.a.a (*p.t.*). G.m,mi. H.a,d,m.															
Low Waters	..	222	..	..	..	..	222	A.e. C.a,b,s. D.a. G.m,mi. H.c,d, l,m,n.															
Quarter	15	43	..	..	..	..	43	E.a,mn. H.d.															
LANARK (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	149	5	9	153	8	3	4	2	6	111	19	4	..		..	..	37	6	5
Grammar School	16	90	..	..	..	..	101	C.a,b. F.s. H.c,d,l,w.															
Grammar School (County Cul.)	..	50	..	..	..	..	50	D.a (*p.t.*). F.s (*p.t.*).	..	..	*See* under Lanark County Technical Education Committee.												
LANARK (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	20	5	2	20	5	2	..			13	2	11	4	17	1	..	..	2	5	2
New Lanark	..	35	..	..	..	..	35	H.d,n.															
LANARK COUNTY TECHNICAL EDUCATION COMMITTEE ..	..	..	..	..	..	..	..	.. .. ..	..	..	233	11	4	233	6	4	49	15	0	175	3	6	58	7	10	..	..	..		
Airdrie (Burgh) Academy ..	..	64	..	..	..	..	64	D.a (*p.t.*). F.s (*p.t.*).															
Lanark (Burgh) Grammar School	..	50	..	..	..	..	50	D.a (*p.t.*). F.s (*p.t.*).															
Lesmahagow Senior	..	19	..	..	..	..	19	D.a (*p.t.*).															
LARKHALL S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	740	12	4	795	8	10	..			454	4	7	167	7	11	..	..	178	16	4
Academy	90	477	15	..	..	..	580	D.a.a (*p.t.*). F.c, G.ag,bc,m,mi. H.b,c,d,l,n,t.	c,l.															

* This is a credit balance brought forward from Session 1908–4.

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
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			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
Lesmahagow S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	137 16 8	137 16 8	..	65 15 9	23 3 3	..	..	48 17 8
Bellfield	23	31	..	..	..	..	51	G.mi,sn.										
Senior	22	31	..	..	..	..	52	E.m. G.bc.										
Senior (County Council) ..	..	19	..	..	..	..	19	D.a (*p.t.*).			*See* under Lanark County Technical Education Committee.							
Maryhill S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	344 1 11	337 12 5	43 10 6	219 0 7	..	..	..	125 1 4
Possilpark	51	180	9	..	..	..	23:	A.e. C.a,b,g,s,t. D.s,a (*p.t.*). E.m. G.bc,g,mc. H.d.	i.									
Old Monkland S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	2,355 0 10	2,872 13 1	465 9 8	1,747 8 11	390 3 6	..	3 6 6	266 9 11
Baillieston	29	28	..	..	..	..	57	H.c,n.										
Bargeddie	..	38	..	..	..	..	38	A.e. C.a. H.c,n.										
Calderbank	43	..	..	..	..	..	43	.. .. ..	..									
Coatbridge	..	152	..	..	..	..	152	A.e,g. C.a. D.a. H.c,d,n.										
Coatbridge Langloan .	62	..	..	..	..	..	62	.. .. ..	..									
Coatbridge Technical School	..	331	148	74	1	..	600	A.e. C.a,b,f,g,gn,s. F.c,m,me. G.d,e, m,me,mi,p,su.	a,c,i.									
Coatdyke	65	..	..	..	..	..	65	.. .. ..										
Gartaherrie Works	47	..	..	..	..	..	47	.. .. ..										
Mount Vernon	7	..	..	..	..	..	7	.. .. ..										
West Maryston	45	..	..	..	..	..	45	.. .. ..										
Whifflet	93	46	..	..	..	..	134	H.c,d.										
Rutherglen S.B.	..	..	..	..	..	..	..	.. ..	..	..	261 18 5	275 7 11	18 9 6	178 8 9	.	..	..	68 14 8
Macdonald	86	14	..	..	..	..	202	C.a,b,c,s. D.s. G m. H.c,d,m,n.										
Stonelaw	..	14	..	.	..	..	14	D.a (*p.t.*).										

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SHETTLESTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	533	6	11	503	6	8						
Wellshot	..	..	151	365	..	..	..	109	472	C.a,b,c,s. D.a. G.bc,e. H,c,d,l,m,n,w	i.	p.													
SHETTLESTON AND SPRINGBURN S.Bds.	..	..	..	..	..	..	..	..	..	..	..	..	..	88	12	6	47	2	6	8	10	0	23	17	6	..	..	..	14	15	0
Millerston	..	..	15	26	..	..	..	..	33	H.d,m.																					
SHOTTS S.B.	..	.	..	..	..	..	..	..	..	..	..	..	..	418	17	8	430	4	9	11	7	1	251	2	4	52	17	11	..	..	114	17	5
Benhar	..	..	53	62	..	..	..	..	82	C.a. E.a,d,mn. F.m. H.c.																					
Cleland and Omoa	..	..	90	85	..	..	..	28	149	C.s. G.bc,mi. H.c,m.		p.																			
Greenhill	..	..	40	..	..	..	..	..	40																						
Harthill	..	..	48	84	..	..	..	..	119	A.e. C.s,w. E.g mn. G.mi. H.a,d.																					
Shotts	..	..	31	29	..	..	..	..	49	G.mi.																					
LINLITHGOW.																															
BATHGATE (BURGH) S.B.	..		..	..	..	..	..	..																							
Bathgate	..	..	83	24	..	..	..	..	105	G.m.																					
Bathgate (County Council)	..			167	15	9	1	..	189	C.b,s. D.a (*p.t.*). F.e. G.bc,m,mc, me,mi,su.	c,i.			*See* under Linlithgow County Education Committee															
BATHGATE (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	77	10	5	80	14	5	3	4	0	58	2	10	..	..	..	19	7	7
Armadale	..	..	51	87	..	..	..	..	186	G.m. H.a,c,d.																					
BO'NESS AND CARRIDEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	103	12	6	108	4	6	3	3	0	40	1	7	24	0	0	..	..	40	19	11
Bo'ness	..	..	..	45	..	..	..	..	45	H.c,d,n.																					
Bo'ness (County Council)	..	..	89	20	7	4	..	110	C.s. E.d. F.c,m. G.d,m,mi.		c,i.			*See* under Linlithgow County Education Committee.															
DALMENY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	92	11	10	96	15	4	..			31	1	11	-			..	..	65	13	5
Dalmeny	..	..	11	34	.	..	..	..	45	A.e,g. C.s. E.m.																					
South Queensferry	..	..	14	17	..	..	..	..	31	A.e,g. C.s. E.mn.																					
KIRKLISTON S.B.	..	..	..	..	..	..	.	..	..	..	..	..	..	39	12	3	41	15	3	2	3	0	25	2	6	1	7	3	..	..	13	2	6
Winchburgh	..	..	36	12	..	..	..	..	44	G.m.																					
Winchburgh (County Council)			..	28	..	..	..	..	28	H.c,d.				*See* under Linlithgow County Education Committee.															
LINLITHGOW	..	..	..	..	..	..	..	..	..	..	..	..	..	..			..			..			..			..			..	..	..		
Linlithgow (County Council)	..		-	73	12	9	6	..	91	C.s. F.c,m. G.m,mi.	c,i.			*See* under Linlithgow County Education Committee.															
LINLITHGOW COUNTY EDUCATION COMMITTEE	..	..	..	..	..	..	..	..	..	-	..	..	..	1174	8	2	1261	8	11	22	11	8	525	16	8	718	0	7	..	..	..		
Bathgate	..	..	..	167	15	9	1	..	189	C.b,s. D.a (*p.t.*). F.c. G.bc,m,mc, me,mi,su.	c.i.																				
Bo'ness	..	..	..	89	20	7	4	..	110	C.s. E.d. F.c,m. G.d,m,mi.	c,i.																				
Kirkliston, Winchburgh	..	..	..	28	..	..	.	.	28	H.c,d.																					
Linlithgow	..	..	..	73	12	9	6	..	91	C.s. F.c,m. G.m,mi.	c,i.																				
Torphichen, Blackridge	..	..	..	35	..	..	..	..	35	H.c,d.																					
Uphall Broxburn	..	..	..	87	9	11	1	..	102	C.s, G.mi.	i,m.																				
Whitburn, Fauldhouse	..	..	..	15	..	..	..	..	15	G.ei,m,mi.																					

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List of Continuation Classes—*continued.*

Name of Continuation Class Center.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW—*contd.*																		
Torphichen S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	54 12 0	54 12 0	.	40 19 0	10 0 0	..	..	3 13 0
Westfield	9	13	..	..	..	..	22	E.a,mn.										
Woodend	37	36	..	..	..	..	38	E.a,mn.										
Blackridge (County Council) ..	..	35	..	..	..	..	35	H.c,d.	..	..	*See* under Linlithgow County Education Committee.							
Uphall S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	220 0 1	227 4 1	7 4 0	121 5 5	..	..	..	98 14 8
Broxburn	66	87	..	..	..	..	151	A.e.C.a,b,c,g. E.mn. G.m. H.c,n.										
Uphall	26	42	..	..	..	..	68	C.a,b,c. F.n. H.c,n.										
Broxburn (County Council) ..	..	87	9	11	1	..	102	C.a. G.mi.	f,m.	..	*See* under Linlithgow County Education Committee.							
Whitburn S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	88 19 0	90 4 0	1 5 0	66 14 3	..	..	..	22 4 9
Fauldhouse	42	35	..	..	..	..	42	E.a,g.										
Longridge	16	13	..	..	..	..	16	E.a,mn.										
Whitburn	30	31	..	..	..	..	32	E.a,mn.										
Fauldhouse (County Council)	..	15	..	..	..	..	15	G.el,m,mi .. .	..	..	*See* under Linlithgow County Education Committee.							
NAIRN.																		
Cawdor S.B.	..	..	..	..	..	..	..	.. .. ..	.	.	25 6 3	25 6 3	.	17 4 9	..	..	..	8 1 6
Cawdor	..	28	..	..	..	..	28	C.b. Em,n. F.m.										

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NAIRN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	45	0	6	45	0	6	..	15	0	1	...					
Church Street	14	15	..	..	..	5	29	A.c,e,g. C.a,b.	..	..	..	p.																		
Rose's Academical Institution	..	33	..	..	..	..	33	C.b,s. D.s (*p.t.*).	..	..	..	..	41	9	6	44	1	6	2	12	0	16	2	11	45	2	3	..	61	12	10*	..		
ORKNEY.																																		
ORPHIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	18	12	9	18	12	9	..			16	6	2	..			..	..			2	6	7
Kirbister	..	20	..	..	..	18	20	G.ag. H.n.	..	..	..	m.																						
PEEBLES.																																		
INNERLEITHEN S.B.	..	..	..	..	..	..	..	..					76	18	1	84	8	1	2	5	0	57	13	7	..			..	..			24	9	6
Innerleithen	..	64	..	..	..	..	64	A.e. C.a,b,p,s.	..	..	..																							
Walkerburn	18	..	..	..	..	..	18																											
PEEBLES																																		
Kingsland	8	72	..	..	..	..	80	C.b,s. D.a. G.d. Hc.	..	..	..		63	13	2	79	1	1	15	7	11	28	2	1	36	0	0	..	17	7	0*	..		
PERTH.																																		
ABERFOYLE, S.B.	..	..	..	..	..	..	..	..	..	..	..	..	27	10	11	28	3	5	0	12	6	7	8	5	8	0	0	..	..			12	2	6
Aberfoyle	14	12	..	..	..	..	14	C.b.	..	..																								
ALYTH S.B.	..	..	..	..	..	..	..	..				..	..	48	13	3	48	13	3	..		12	4	10	45	19	7	..	3	12	8*	..		
Alyth	..	26	..	..	..	..	26	C.b,s. D.s,a (*p.t.*). F.s,s (*p.f.*). G.bc, g.																										
ARDOCH, S B.	..	..	..	..	..	..	..	..				..	..	43	12	0	43	12	0	..		18	10	0	..			..	..			25	2	0
Braco	14	..	..	..	..	..	14	..	..	..																								
Greenloaning	22	..	..	..		..	22																											

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LIST OF CONTINUATION CLASSES—*continued*

NAME OF CONTINUATION CLASS CENTRE	NUMBER OF STUDENTS PAID FOR IN						TOTAL NUMBER OF INDIVIDUAL STUDENTS PAID FOR.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			EXPENDITURE RECOGNISED BY THE DEPARTMENT (ARTICLES 51 AND 58 OF THE CONTINUATION CLASS CODE).	TOTAL EXPENDITURE INCURRED BY MANAGERS.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.						
	DIVISION I.	DIVISION II. (including First Year of Division III.).	DIVISION III.			DIVISION IV.		DIVISION II.	DIVISION III.	DIVISION IV.			FEES AND BOOKS AND MATERIALS SOLD.	GRANT FROM THE DEPARTMENT.	GRANT FROM TOWN OR COUNTY COUNCIL.	ENDOWMENTS.	BALANCE.	
			SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.												SUBSCRIPTIONS OR OTHER SOURCES.	RATES.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH—*contd.*																		
AUCHTERARDER S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	38 6 2	38 6 2	..	26 12 9	..	—	..	11 13 5
Auchterarder	21	41	..	..	..	..	60	H.a,n.										
BLACKFORD S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	37 6 11	37 6 11	..	24 17 11	8 0 0	..	—	4 9 0
Blackford	32	11	..	..	..	16	34	H.n.		wc.								
BLAIR ATHOLL S.B	..	..	..	..	..	..	..	.. .. ..	..	..	29 2 3	29 2 3	..	6 16 3	20 0 0	—	2 2 10*	3 2
Blair Atholl	..	23	..	..	..	..	23	D.a. E.m. H.n.										
BLAIRGOWRIE S.B	..	..	..	..	..	..	..	. .. ..	..	..	236 9 10	241 14 10	5 5 0	94 16 11	135 3 6	—	..	6 9 5
Blairgowrie	18	134	..	..	..	..	152	B.f. C.a,b,s. D.s (*p.t.*). E.m.F.m,s (*p.t.*). G.bc,g,mc. H.c,d.										
CARGILL S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	22 0 0	22 0 0	.	15 4 10	7 10 0	..	10*	..
Burrelton	..	27	..	..	..	..	27	C.a,b. E.mn. F.c.										
COUPAR ANGUS S.B	..	..	..	..	..	..	..	.. .. ..	.	..	97 4 8	98 3 0	12 0	38 12 2	38 12 4	..	6 18 7*	13 7 11
Coupar Angus	14	42	..	..	..	18	56	B.f. C.a,b,p,s. G.bc,d,m. H.c,l,n.		p.								

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CRIEFF S.B.																								
Crieff					57					57	C.b,s. H.d.				53	9	0	56	16	6	3	7	6	27	14	5					
DULL S.B.																								
Aberfeldy			12	37					47	A.e g. C.a,s. D.a,s(p.t.). H.d.					90	3	7	91	18	7	1	15	0	39	18	0	40	13	0			9	12	7
Dull			13						13																							
DUNBLANE AND LECROPT S.B.																								
Dunblane			31	128					144	A.e. C.a,b,s. D.a,s(p.t.). G.bc,d. H.c,d,l,n,w.					196	19	10	221	11	11	13	12	1	118		8	60	0			29	19	2
DUNKELD AND DOWALLY S.B.																								
Royal				22					22	C.a,b,s. E.m.					33	8	5	33	8	5				11	1	8	17	0	0		9	0*	4	18	2
GARTMORE S.B.																								
Gartmore				1					41	C.b. D.a. H.d.					32	9	2	32	9	2				15	9	8	7	0	0				9	19	6
KENMORE S.B.																								
Acharn			14						14						20	17	9	20	17	9				2	11	8	8	0	0				10	6	1
KILLIN S.B.																								
Killin			37	36					37	C.a,b. E.a,mn.					23	2	6	24	13	9				17	6	10							7	6	11
KILMADOCK S.B.																								
Deanston				50				24	50	H.d,n.				m.	75	9	3	76	15	3	1	6	0	35	3	1	26	3	11				14	2	3
Doune				24					24	C.s. H.n.																							
KINCLAVEN S.B.																								
Kinclaven				20					20	C.b. E.mn. H.n.					23	7	10	23	7	10				10	19	9	8	0	0				4	8	1

* These are credit balance brought forward from Session 1903-4.

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Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH—*contd.*																		
Kinloch-Rannoch S.B. ..	..	..	..	..	..	..	..	..	..	..	16 10 10	24 16 11	..	4 18 8	8 0 0	..	..	11 18 8
Kinloch-Rannoch	..	8	..	..	..	..	8	F.m.										
Little Dunkeld S.B. ..	..	..	..	..	..	..	..	..	..	..	40 12 6	40 12 6	..	12 5 5	20 0 0	..	..	8 7 1
Little Dunkeld	..	17	..	..	..	..	17	A.e. C.a,c. E.g. G.a.										
Murthly and Airntully ..	..	10	..	..	..	..	10	C.a,b. D.a.E.mn.										
Logierait S.B.	..	..	..	..	..	..	..	..	..	..	53 10 3	53 10 3	..	34 3 7	16 0 0	..	..	13 6 8
Grandtully	14	..	..	..	..	..	14	..	..	..								
Logierait	..	24	..	..	..	..	24	C.a,b,s. E.mn.										
Moulin S.B.	..	..	..	..	..	..	..	..	..	..	63 10 6	65 15 6	2 5 0	17 14 0	3 0 0	..	..	10 16 6
Pitlochry	..	34	..	..	..	..	34	A.e. C.a,b,s, F.pg. G.m. H.d.										
Persie S.B.	..	..	..	..	..	..	..	..	..	..	22 1 7	22 1 7	..	8 16 3	8 0 0	..	..	5 5 4
Blackwater	9	..	..	..	..	..	9	..	..	..								
Strone of Cally	..	7	..	..	..	..	7	B.f. C.a,b. E.g,mn.										

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PERTH (BURGH) S.B.														1332	18	3	1642	0	6	244	11	9	1011	13	7	..	..	..

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in							Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
			Division III.										Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
	Division I.	Division II. (including First Year of Division III.)	Second Year.	Third Year.	Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Division II.	Division III.	Division IV							Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*																		
Kilbarchan S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	296 3 6	302 11 5	6 7 11	166 15 2	20 10 0	..	.	108 18 4
Bridge of Weir	22	87	..	..	..	..	109	C.a,b,s. E.m. G.bc. H.c,d.										
Kilbarchan	32	78	..	..	..	..	109	C.b,s. G.mc. H.d.										
Linwood	40	34	..	..	..	..	70	C.b,s. G.mc. H.d.										
Kilmacolm	..	..	..	..	..	..	..	.. .. ..										
Orphan Homes of Scotland School	196	107	..	..	..	16	199	G.n. H a,c.e.	.	..	m.	155 12 5	155 12 5	..	116 14 4	5 10 0	..	33 8 1	..
Levern S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	52 10 4	53 15 4	..	20 4 11	..	-	-	33 10 5
Levern	8	16	..	..	..	.	24	E.m. H.n.										
Lochwinnoch S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	..	128 8 10	130 19 6	..	96 6 7	..	..	..	34 12 11
Kerse	..	29	..	..	..	29	29	H.a.	..	.	m.								
Lochwinnoch	96	60	..	..	..	..	155	H.d,n.										
Howwood (Local Committee) ..	..	32	..	..	..	..	32	H.c.	..	..	..	22 9 9	24 16 7	..	14 11	5 0 0	..	5 5 6	..
Mearns S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	.	28 16 4	32 10	3 7 6	16 9 3	.	..	..	12 7 1
Mearns	.	33	..	..	.	..	33	A.e. C.a,b,s. E.g,mn.										

NEILSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	543	9	10	594	16	8	4	4	0	330	14	6	1	10	0	..	..	256	7	9
Barrhead	..	202	..	..	..	49	202	A.e. C.a. D.a. (*p.t.*) G.m,mc. Ha,c,d.	..	p.																			
Cross Arthurlie	106	..	..	..	..	..	106	.. .. ..	..																				
Grahamston	..	23	9	8	..	..	40	.. .. ..	c.																				
Neilston	142	39	..	..	..	17	80	H.a,c,d.	..	p.																			
Uplawmoor	..	19	..	..	..	..	19	H.c.																					
PAISLEY (BURGH) S.B.	..	..	..	..	..	..	..	..	.. .. ..	..	..	1666	12	8	1980	11	2	263	18	6	1249	19	6	0	10	0	..	3	18	0	412	5	2
Camphill	..	267	..	..	..	..	267	D.a,s(*p.t.*). F.s (*p.t.*). G.e.																					
Carbrook Street	169	216	..	..	..	..	385	A.e. C.a,b,s. H.c,d,n,w.																					
East	103	121	..	..	..	..	224	A.e. C.a,b,s.																					
George Street, Central ..	140	..	..	..	..	..	140	.. .. ..																					
North	104	..	..	..	..	..	104	.. .. ..																					
Oakshaw	..	880	..	..	..	..	880	A.e. B.f,g. C.a,b,c,s. H.c,d,n.																					
South	113	..	..	..	..	..	113	.. .. ..																					
Williamsburgh	..	.	..	..	..	22	22	.. .. ..	..	p.																			
St. Margaret's Convent School	..	32	..	..	..	..	32	D.s(*p.t.*). F.s(*p.t.*).	..	..	78	2	4	88	19	8	7	9	1	53	13	9	..		..	27	16	10	..		
Technical School..	..	398	70	46	18	..	526	A.e. B.f,g. D.a,s(*p.t.*) E.d,m. F.bs,c, m,s. G.bc,br,c,e,el,m,me,ns,s. H.a,c,d,n.	a,i,s.	..	2671	17	10	3133	6	3	352	14	0	1242	14	5	890	19	4	515	8	7	1351	2	0*	..		
PAISLEY (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	371	10	7	430	3	7	47	8	0	262	9	0	..		..	..			120	6	7
Cardonald	..	46	..	..	..	..	46	H.a,c.																					
Elderslie, Wallace	15	28	..	..	..	..	43	H.a.c.																					
Inkermann	7	47	..	..	..	29	55	C.a,b. E.mn. H.a,c,n.	..	m.																			
Johnstone	88	167	..	..	..	..	255	C.b,s,t. D.s(*p.t.*), E.m. G.mc. H.c,d,n																					
Nethercraigs	3	31	..	..	..	..	34	G.m. H.c.n.																					
PORT GLASGOW (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	494	7	2	566	15	5	72	8	3	277	17	3	54	0	0	..		..	162	9	11
Chapelton	30	53	..	..	..	..	83	G.n,s.																					
Clune Park	13	..	..	..	..	..	13	.. .. ..																					
Jean Street	41	268	..	..	..	..	308	C.b,f,gn,s. G.b,bc,el,g,m,mc,ns. H.c,d.																					
RENFREW (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	133	0	5	144	12	2	11	11	9	42	2	5	40	0	0	..		..	50	18	0
Blytheswood Testimonial	15	37	..	..	..	..	52	E.m. G.d,g,mc.																					
RENFREW (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	444	10	9	458	19	9	14	9	0	259	10	9	..		..	..			185	0	0
Moorpark	45	101	..	..	..	..	118	C.a,s. D.a. G.g,m. H,c,n.																					
Oswald	40	17	..	..	..	..	40	H.d.																					
Scotstoun	27	87	..	..	..	..	110	C.a. G.m. H.c,d.																					
Yoker	..	79	..	..	..	..	79	A.e. C.a. G.m. H.c.d.																					

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List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROSS and CROMARTY.																		
Dingwall S.B.	..	..	..	..	..	..	..	..	..	..	56 9 0	64 13 0	8 4 0	37 17 6	..	..	..	18 11 6
Academy	..	38	..	..	..	..	38	E.mn. G.d. H.d,w.										
Edderton S.B.	..	..	..	..	..	..	..	..	..	..	6 0 0	23 4 10	..	5 5 0	5 19 6	..	..	12 0 4
Edderton	..	10	..	..	..	..	10	H.w.										
Fodderty, S.B.	..	..	..	..	..	..	..	..	..	..	20 0 0	20 0 0	..	17 10 0	..	..	..	2 10 0
Fodderty	38	38	..	..	..	..	40	F.h.										
Knockbain	..	..	..	..	..	..	..	..	..	..								
Arpafeelie, St. John's Episcopal School	25	..	..	..	..	29	35		..	m.	23 5 0	24 16 8	1 11 8	10 14 11	..	..	12 10 1	..
Ross and Cromarty County Secondary and Technical Education Committee ..	..	..	..	..	..	..	..	..	..	..	20 16 6	20 16 6	..	18 4 5	2 12 1	..	..	..
Stornoway, Nicolson Institute	..	23	..	..	..	..	23	F.s (*p.t.*).	..	..								
Rosskeen S.B.	..	..	..	..	..	..	..	..	..	..	45 4 8	52 6 1	4 7 11	29 8 10	..	..	.	18 9 4
Invergordon Academy ..	..	38	..	..	..	..	38	A.e. C.a,b,s. F.s (*p.t.*)		..	..							
Tain S.B.	..	..	..	..	..	..	..	.	.	..	31 10 8	36 0 8	4 10 0	22 14 5	..	..	..	8 16 8
Tain	22	29	..	..	..	...	51	C.a,b.		..	..							

ROXBURGH																								
CAVERS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	17	9	3	18	18	6	1	2	6	8	8	2	..	..	..	9	12	10
Denholm	..	..	19	..	..	..	..	..	19																						
EDGERSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	18	15	7	18	15	7	..			8	17	11	..		..	9	17	8
Edgerston	..	..	..	..	18	..	..	..	..	18	C.w. E.mn. H.cm.																				
HAWICK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	795	6	10	910	6	4	44	7	3	464	12	0	..		..	42	17	6	358	9	7
Buccleuch	..	..	..	80	169	..	..	..	..	239	C.a,b,c,s,t. H.c,d,n.																				
Buccleuch Memorial Institute	..	..	..	..	200	23	3	8	..	230	B.f.g. D.a,s(*p.t.*). E.m. F.c,s,x(*p.t.*). G.bc,d. H.a.	a,i.																			
KELSO S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	15	9	3	15	9	3	..			6	7	2	..		..	..			9	2	1
Kelso	..	..	..	12	..	..	..	..	..	12																					
MELROSE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	30	16	11	30	16	11	..			21	16	5	15	0	0	..	..		..		
Melrose	..	..	..	29	40	.	..	..	..	46	C.b,s.																				
SELKIRK.																								
GALASHIELS (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	595	18	5	789	7	5	85	12	7	446	18	10	..		..	70	0	0	186	16	0
Roxburgh Street	..	..	63	322	4	5	..	..	388	B.g.l. C.b.s. D.s(*p.t.*). E.m. G.mc. H.a,c,d,w.		a.																			
Technical School	..	..	..	48	23	3	6	..	80	F.p.		i.																			
SELKIRK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	82	7	0	104	7	4	4	17	6	46	12	4	20	9	0	..	17	3	7*	15	13	11
Junior	..	..	..	..	13	19	..	..	..	..	19	A.e. H.n.																						
Senior	..	..	.	..	13	48	..	..	..	..	50	C.a,s. D.a. G.w.																						
SHETLAND.																								
DUNROSSNESS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	49	14	3	51	2	3	0	15	3	43	10	0	..		..	..			6	17	0
Bigton	..	..	..	..	15	25	..	..	..	28	40	C.b. E.g. G.n.																						
Boddam	..	..	..	11	..	..	..	..	11	11																								
NESTING, LUNNASTING, WHALSAY AND SKERRIES S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	74	4	3	74	4	3	..			57	16	8	..		..	.	..		16	7	7
South Nesting	..	..	18	11	..	..	..	57	57	G.n.																								
Whalsay (Brough)	..	..	25	49	..	..	..	36	58	A.c. H.n.																								

* This includes a credit balance of £12 10s. 7d. brought forward from Session 1903–4.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
STIRLING																		
*Airth, S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	37 2 8	43 14 8	..	14 2 11	29 11 9	..	..	.
Airth	..	17	..	..	..	..	17	H.d. . ..										
Dunmore	..	14	..	..	..	..	14	H.d.										
South Alloa	..	10	..	..	..	..	10	H.d.										
Balfron S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	34 10 3	44 4 6	1 7 6	10 15 10	23 0 10	..	..	9 0 4
Balfron	..	25	..	..	..	..	25	H.c.d.										
Buchanan S.B...	..	..	.	.	..	..	..	.. .. ..	..	..	96 4 6	114 11 9	18 7 3	55 1 7	15 0 0	..	26 2 11	..
Buchanan	..	50	.	..	..	25	59	F.n. G.a. H.c e,l,n.	..	m								
Campsie S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	362 19 3	369 17 2	5 7 6	166 0 6	94 0 0	..	..	104 9 2
Craighead	..	61	..	.	..	..	61	C.a, b, s,w. D.a. G.a,d. H.c,d,n.										
Lennoxtown	27	74	..	..	..	11	82	C.a,b,s. D.a,s (*p.t.*). E.m. G.d. H.d,n.	..	p.								
Torrance	..	37	..	..	..	30	42	A.e. E.m. H.c,d.	..	m,p.								
Denny S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	199 13 2	227 8 2	27 15 0	96 12 0	37 0 6	..	..	67 0 8
Denny	18	115	...	..	..	..	132	A.e. C.a,s. D.a,s (*p.t.*). H.c,d,m.										
Drymen S.B.	..	..	.	..	..	..	..	.. .. ..	..	..	60 18 3	70 7 3	4 17 6	17 17 3	27 5 3	..	..	20 7 3
Drymen	11	38	..	..	..	..	48	E.mn. G.a. H.c.										
Falkirk (Burgh) S.B	..	..	..	..	..	.	..	.. .. ..	..	..	2,166 1 0	2,358 12 6	188 16 6	1,141 1 6	.	50 0 0	46 4 3	982 10 3
Camelon	77	54	..	..	..	46	147	C.a,b,s,t. H.m,n.	..	p.								
Comely Park	42	98	..	..	..	7	137	C.b,s,t. H.d,m.	.	p.								
Northern	90	212	..	..	..	23	308	A.e. C.a,b,s. D.a. H.c,d,m.	..	p.								
Science and Art School ..	..	123	84	40	..	..	255	D.a,s (*p.t.*).	a,l.									

FALKIRK (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	375	16	6	411	12	8	27	8	4	172	2	3	18	0	0	..	..	194	2	1
Auchengean	..	..	..	14	..	..	..	..	..	14	..	..	..																				
Bonnybridge	..	..	..	98	94	..	..	..	33	178	C.a,b,s,t. H.c,d,m.	..	..																				
Laurieston	..	..	..	6	68	..	..	..	26	72	A.e. C.a. H.d,m,n,w.	..	..	p.																			
Bonnybridge Foundry Hall		..	..	..	47	18	6	..	..	71	D.a (*p.t.*)	..	...	a,m.	..	p.	175	11	1	197	14	7	12	2	6	114	12	5	90	0	0	..	20	8	5	..		
GARGUNNOCK S.B.	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..		59	10	1	66	14	1	..			26	2	3	27	17	9	..	..			12	14	1
Gargunnock	..	..	..	..	31	..	..	..	..	31	D.a. E.mn. H.d,m,w.																										
GRANGEMOUTH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	.	..	..		644	12	9	669	10	5	..			355	13	0	10	0	0	..	..			303	17	5
Bothkennar	..	..	..	29	36	..	..	..	22	66	H.d.	..	..	..	wc.																						
Grange	..	..	..	42	203	..	..	..	65	254	B.g. C.a,b,c,s. D.a,s (*p.t.*). G.d.m. H.c,d,l,n,		..	..	p, wc.																						
Redding	..	..	..	37	111	..	..	..	44	156	D.a (*p.t.*). G.s. H.c,d.		..	..	p.																						
Shieldhill	..	..	..	15	22	..	..	..	..	37	C.a. E.a,mn. H.d.																										
KILLEARN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		21	18	10	34	0	6	4	11	8	11	11	0	16	3	3	..	..			1	15	0
Killearn	..	..	..	..	26	..	..	..	..	26	H.c.																										
KILSYTH (BURGH) S.B.		..	..	..	..	..	..	..	..	..	..	..	..	..	..		187	11	7	192	12	11	5	1	4	79	11	2	40		0	..	10	0	0	58	0	5
Academy	..	..	..	42	98	..	..	..	..	134	A.c. C.a,b,c. D.a,s (*p.t.*). G.m,mi.																										
KIPPEN S.B.	..	..	..	..	..	..	..	..	..	..	..	.	..	.	..		60	15	6	73	0	6	8	5	0	33	16	2	16	8	10	..	..			14	10	6
Kippen	..	..	..	..	46	..	.	..	..	46	G.a,d,m. H.c,w.																										
LARBERT S.B.	..	.	..	..	..	..	..	..	..	..	..	..	..	..	..		726	15	1	772	3	3	39	5	0	508	8	1	..			..	..			224	10	2
Carron	..	..	..	..	60	..	..	..	20	60	A.e. C.a. E.g. H.d.		..	..	p.																						
Carronshore	..	..	..	..	93	..	..	..	..	93	E.m. H.a,d.																										
Central	..	..	.	..	37	289	..	..	..	..	326	A.e. C.a,b,s. D.a,s (*p.t.*). G.m,mc, me,s. H.d,m.	..	..																								
Village	..	..	..	..	31	60	..	..	..	36	91	C.a,b. H.d.	..	..	w	p.																						
LOGIE S.B.	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..		114	1	3	156	13	11	17	6	3	80	18	9	57	9	6	..	..			50	19	5
Bridge of Allan		..	..	..	33	..	..	..	.	33	H.c.																										
Causewayhead		..	..	..	61	..	..	..	..	61	G.a,d. H.d,m,w.																										

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LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE	NUMBER OF STUDENTS PAID FOR IN						TOTAL NUMBER OF INDIVIDUAL STUDENTS PAID FOR.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			EXPENDITURE RECOGNISED BY THE DEPARTMENT (ARTICLES 51 AND 52 OF THE CONTINUATION CLASS CODE).	TOTAL EXPENDITURE INCURRED BY MANAGERS.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.						
			Division III.														BALANCE.		
	Division I.	Division II. (including First Year of Division III.).	Second Year.	Third Year.	Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
STIRLING—*contd.*																		
MUIRAVONSIDE S.B.	..	..	..	..	..	..	..	..	..	..	175 5 3	179 15 7	..	71 19 4	..	..	..	107 16 3
Blackbraes	17	..	..	..	..	..	17											
Drumbowie	38	..	..	..	..	..	38											
Maddiston	36	..	..	..	..	..	36											
Muiravonside	15	..	..	..	..	..	15											
ST. NINIAN'S S.B.	..	..	..	..	..	..	..	..	..	..	247 6 8	255 3 3	7 16 7	138 13 7	55 11 7	..	..	53 1 6
Bannockburn	29	35	..	..	..	..	64	H.d.										
Cambusbarron	..	47	..	..	..	..	47	G.m. H.c,w.										
Cowie	..	47	..	..	..	1	47	G.a,d,mi. H.d. ..	..	p.								
East Plean	20	32	..	..	..	..	52	C.a. D.a. E.mn. H.n.										
Milton	..	41	..	..	..	32	45	D.a. G.a. H.n. ..	..	m.								
SLAMANNAN S.B.	..	..	..	..	..	..	..	..	..	..	146 15 0	152 10 0	5 15 0	63 1 8	35 0 0	..	.	48 13 4
Avonbridge	..	21	..	..	..	..	21	H.m.										
Limerigg	18	19	..	..	..	..	37	H.m.										
Slamannan	23	66	..	..	..	..	88	G.m,mi. H.d,m.										
STIRLING EDUCATIONAL TRUST AND BURGH S.B. JOINT COMMITTEE	..	..	..	..	..	..	..	..	..	..	935 15 8	1,120 13 10	99 6 3	458 11 5	..	190 0 0	..	372 16 2
Allan's	52	75	..	..	..	..	112	H.c,d,m.										
High School	..	230	60	11	5	..	306	A.e. B.f. C.s,t. D.a(*p.t.*) F.c,m,p. H.w.		a,c,l.								
STIRLING (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	..	62 5 0	75 0 0	12 15 0	30 13 6	..	.	..	31 11 6
High School	..	17	3	..	1	..	21	D.a (*p.t.*)		a.								

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WIGTOWN.																								
GLASSERTON S.B.																								
Glasserton			30						30					28	6	0	28	6	0		21	4	6	13	2
KIRKCOWAN S.B.																								
Kirkcowan			25						25					23	8	10	23	11	4	0	2	6	14	10	0	13	6	0
KIRKINNER S.B.																								
Kirkinner			15	14					15	C.a. E.mn.				63	16	5	64	6	11	0	10	6	34	9	11	28	12	10
Longcastle			21	22					22	G.h.																	
OLD LUCE S.B.																								
Glenluce			30						30					23	7	6	23	7	6				11	10	8	11	0	0
PENNINGHAME S.B.																								
Penninghame			25	21					42	C.a,t. H.c.				46	5	0	58	1	3	2	2	0	30	1	7	17	15	0
STRANRAER S.B.																								
Central			65	45					110	A.e. C.a,b,g,s,t. E.a,mn				93	18	6	107	3	5	5	5	0	57	5	3			
WHITHORN S.B.																								
Whithorn				40					40	A,e,g,h. C.a. E.mn.				21	14	4	21	14	4				16	5	9	9	16	0

WIGTOWN.																								
GLASSERTON S.B.																								
Glasserton																								
KIRKCOWAN S.B.																								
Kirkcowan																								
KIRKINNER S.B.																								
Kirkinner																								
Longcastle																								
OLD LUCE S.B.																								
Glenluce																								
PENNINGHAME S.B.																								
Penninghame																								
STRANRAER S.B.																								
Central																								
WHITHORN S.B.																								
Whithorn																								

WIGTOWN.																								
GLASSERTON S.B.																								
Glasserton																								
KIRKCOWAN S.B.																								
Kirkcowan																								
KIRKINNER S.B.																								
Kirkinner																								
Longcastle																								
OLD LUCE S.B.																								
Glenluce																								
PENNINGHAME S.B.																								
Penninghame																								
STRANRAER S.B.																								
Central																								
WHITHORN S.B.																								
Whithorn																								

* This is a Credit Balance brought forward from Session 1903-4.

TABLE No. 2.

SUMMARY OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE GIVEN IN TABLE No. 1, UNDER COUNTIES, FOR THE SESSION 1904–1905.

COUNTY.	Number of Students paid for in						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II., (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	898	4,032	855	515	—	185	6,124	7,687 13 1	8,304 2 2	582 1 4	5,622 4 4	260 17 3	40 0 0	23 3 3	1,786 4 10
Argyll	298	1,044	—	—	—	140	1,358	1,424 17 3	1,510 9 0	68 11 1	864 11 3	153 16 3	..	17 7 4	415 12 9
Ayr	2,881	4,272	160	69	23	244	6,256	8,017 14 7	8,758 11 5	584 17 0	5,961 11 7	1,522 17 1	7 4 11	161 19 3	1,295 19 7
Banff	230	463	—	—	—	72	691	476 15 4	512 14 4	21 16 0	318 2 3	53 16 4	..	..	146 13 19
Berwick	109	51	—	—	—	—	147	130 15 3	147 6 4	12 2 0	67 0 11	..	..	..	68 3 5
Bute	22	155	—	—	—	—	176	211 10 2	223 3 10	10 13 3	110 15 2	..	..	..	101 15 9
Caithness	45	308	—	—	—	46	362	371 7 2	394 19 10	7 4 0	245 6 5	14 7 6	..	0 14 9	124 10 2
Clackmannan	256	864	70	29	2	—	1,133	1,659 16 0	1,706 8 7	90 18 1	1,070 11 0	284 2 3	..	15 0 0	335 17 3
Dumbarton	1,196	2,254	116	2	—	185	3,511	4,126 11 3	4,528 14 2	327 13 9	2,501 11 0	347 6 2	..	84 4 1	1,184 18 11

Dumfries	73	467	31	11	1	36	572	677 11 0	738 12 3	40 13 4	449 6 10	..	..	38 6 1	210 6 0
Edinburgh	2,111	4,350	292	168	91	626	6,726	13,845 6 0	15,818 4 7	1,128 9 7	8,897 1 2	304 11 0	200 0 0	1,093 13 6	4,194 9 4
Elgin	226	251	21	13	—	—	465	501 15 8	541 1 0	33 2 4	318 8 0	67 8 11	..	1 17 4	120 9 5
Fife	677	4,199	166	80	34	114	5,087	6,561 9 6	7,239 5 4	545 12 4	4,848 9 9	1,200 19 6	239 1 11	33 19 0	873 2 0
Forfar	2,353	3,886	120	58	20	357	5,926	6,390 8 3	7,059 1 8	499 7 5	4,717 9 4	170 0 0	150 0 0	101 11 11	1,420 13 0
Haddington	108	181	—	—	—	—	289	357 19 7	376 4 2	11 12 6	172 13 3	128 11 10	..	1 3 9	64 0 7
Inverness	594	411	9	18	1	14	940	1,279 7 3	1,284 4 1	68 18 0	858 11 11	..	..	270 12 8	323 15 2
Kincardine	66	193	—	—	—	—	259	312 3 5	315 10 10	0 17 6	209 14 2	..	..	5 14 5	99 4 9
Kinross	17	202	—	—	—	—	219	155 9 3	197 4 2	21 14 6	106 5 3	53 14 11	..	..	15 9 6
Kirkcudbright	107	176	—	—	—	—	282	297 18 5	313 7 3	7 14 4	185 5 3	..	..	4 0 0	116 7 3
Lanark	7,934	22,827	865	231	53	2,040	31,681	38,906 14 7	46,577 5 1	6,814 7 10	25,668 7 3	1,513 6 3	..	1,178 17 6	11,103 7 11
Linlithgow	421	970	56	36	12	—	1,345	1,928 6 3	2,068 3 6	39 10 3	956 15 5	758 7 10	..	..	283 9 7
Nairn	14	76	—	—	—	5	90	111 16 3	114 3 3	2 12 0	48 15 9	45 2 3	..	61 12 10	37 13 11
Orkney	—	20	—	—	—	18	20	18 12 9	18 12 9	..	16 6 2	..	..	..	2 6 7
Peebles	21	136	—	—	—	—	157	140 11 3	168 9 2	17 12 11	85 15 3	36 0 0	..	17 7 0	24 9 6
Perth	508	1,741	67	23	5	110	2,198	3,018 17 2	3,373 12 10	319 1 1	1,801 14 9	517 2 4	100 0 0	109 13 10	625 4 2
Renfrew	1,950	5,742	277	157	46	196	8,084	9,969 15 5	11,415 16 3	1,238 3 3	6,184 2 1	1,023 19 4	515 3 7	1,421 10 5	2,251 19 3
Ross and Cromarty	85	176	—	—	—	29	235	203 5 10	241 17 4	18 18 2	141 15 1	3 11 7	..	12 10 1	60 7 5
Roxburgh	140	422	23	3	3	—	559	877 17 10	994 6 7	45 9 9	509 16 3	15 0 0	..	42 17 6	387 2 2
Selkirk	89	437	27	3	6	—	537	673 5 5	803 14 9	90 10 1	493 11 2	20 0 0	..	37 3 7	202 9 11
Shetland	69	85	—	—	—	132	166	123 18 6	125 6 6	0 15 3	101 6 3	..	..	..	23 4 7
Stirling	373	2,931	165	66	6	421	4,029	6,391 7 9	7,586 1 6	436 3 9	3,596 6 2	592 9 3	240 0 0	102 10 7	2,657 15 6
Wigtown	211	142	—	—	—	—	314	300 16 7	326 10 9	3 0 0	185 7 3	94 1 10	..	4 11 2	53 12 3
Totals	24,072	63,414	3,320	1,492	303	4,919	90,333	117,656 15 3	134,023 10 3	13,095 3 6	76,305 0 2	9,486 5 1	1,491 15 5	4,892 1 10*	30,603 16 9

* This includes a total of credit balances brought forward from the previous Session amounting to £2,140 10s. 11d.

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TABLE No. 3.

SUMMARY OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE GIVEN IN TABLE No. 1, UNDER COUNTIES, FOR THE SESSION *1903–1904*.

COUNTY.	Number of Students paid for in						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II., (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	941	4,542	594	490	1	584	6,578	8,656 3 2	9,346 17 2	675 4 7	6,313 16 3	345 1 4	..	39 10 10	1,972 15 2
Argyll	208	718	..	..	..	64	938	1,063 17 10	1,145 8 11	66 1 7	615 13 4	151 8 9	..	25 7 1	286 18 2
Ayr	1,992	3,963	101	9	4	204	5,996	7,344 18 2	8,177 11 4	579 15 11	4,258 16 6	1,402 10 5	9 10 7	194 12 2	1,267 12 2
Banff	195	426	..	..	..	..	615	484 1 2	533 15 6	34 8 10	285 7 8	41 9 6	..	1 8 10	171 0 8
Berwick	65	59	..	..	..	..	103	90 7 10	97 0 4	6 12 6	50 19 5	..	..	..	39 8 5
Bute	74	157	..	..	..	..	215	217 12 7	224 5 1	6 10 6	113 8 4	..	..	..	104 4 8
Caithness	87	283	..	..	..	50	371	351 14 3	389 3 4	6 11 0	250 1 6	20 0 0	..	..	113 5 7
Clackmannan	304	741	69	43	1	32	1,135	1,090 3 9	1,253 19 5	39 13 9	907 15 2	317 12 4	..	15 0 0	468 18 2
Dumbarton	1,161	1,986	41	2	..	82	3,097	3,804 7 7	4,189 17 5	349 3	2,122 2	280 12 5	..	104 19 8	1,343 5 5

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Dumfries	142	485	18	2	..	52	623	724 15 7	776 13 9	45 13 2	467 4 0	110 17 6	..	4 19 8	147 14 5
Edinburgh	2,087	4,435	304	125	69	1,608	6,796	13,878 0 7	15,979 3 6	1,212 0 3	3,942 9 11	292 17 0	260 0 0	1,053 19 5	4,217 16 11
Elgin	119	189	17	5	..	7	311	427 18 7	495 9 10	65 1 3	219 18 5	59 4 11	..	23 13 0	127 17 3
Fife	739	4,243	134	84	29	124	5,123	6,350 0 3	7,075 16 0	537 3 5	4,152 4 7	1,327 9 6	249 0 9	57 17 3	753 15 6
Forfar	2,605	3,059	116	46	9	356	6,371	6,797 1 0	7,409 6 8	520 4 11	4,985 16 6	100 0 0	150 0 0	7 17 2	1,535 8 1
Haddington	59	186	..	..	..	50	194	287 2 3	269 4 7	13 10 1	163 1 1	36 0 0	..	6 8 9	51 3 5
Inverness	118	381	40	11	2	20	540	771 4 3	875 5 1	66 6 0	477 12 10	200 0 0	..	146 17 7	244 19 1
Kincardine	62	266	..	..	..	..	328	407 3 4	422 3 3	4 16 11	247 3 0	143 12 7	..	..	32 5 3
Kinross	51	119	..	..	..	5	170	106 10 7	122 13 1	16 2 6	65 4 2	15 17 2	..	..	2 9 3
Kirkcudbright	86	121	..	..	..	..	202	278 3 9	290 11 5	3 11 5	192 13 0	..	..	5 3 7	34 3 5
Lanark	7,864	21,014	679	107	48	1,323	29,223	36,062 3 0	43,628 11 9	6,000 9 9	23,610 17 6	3,662 3 9		1,571 16 11	8,951 16 9
Linlithgow	415	782	57	49	..	..	1,136	1,360 12 4	2,186 14 6	31 12 0	857 7 0	1,000 3 9	..	1 2 9	296 9 0
Nairn	58	98	..	..	..	5	136	153 12 3	157 0 3	3 3 0	76 10 10	50 10 9	..	43 0 3	45 2 10
Orkney	103	31	..	..	..	28	134	109 4 0	111 19 0	2 15 0	76 18 6	..	..	4 6 7	27 18 11
Peebles	26	111	..	..	..	..	137	106 1 3	129 18 10	16 19 0	71 0 6	36 0 0	..	5 3 3	17 17 3
Perth	656	1,730	73	20	..	98	2,298	3,099 4 11	3,487 9 3	339 10 6	1,657 11 6	594 19 10	100 0 0	210 5 1	675 3 3
Renfrew	1,823	5,258	158	33	23	219	7,135	8,735 3 4	10,241 3 9	1,276 14 3	5,348 3 7	1,097 1 0	500 0 0	1,392 5 3	1,973 6 3
Ross and Cromarty	49	134	..	..	..	24	179	153 14 9	160 13 5	4 3 2	112 3 0	3 10 6	..	..	35 16 9
Roxburgh	57	317	5	7	6	..	372	576 5 0	651 3 6	34 13 3	376 13 9	..	..	41 0 0	198 16 1
Selkirk	56	311	23	25	..	..	411	600 15 4	726 0 6	51 14 4	444 6 9	20 0 0	..	85 12 0	126 13 9
Shetland	77	143	..	..	..	54	219	297 16 6	335 9 10	14 3 3	133 14 10	..	..	13 16 1	173 10 3
Stirling	1,036	2,701	77	52	23	459	3,706	6,404 9 5	7,121 14 4	417 15 9	3,399 0 0	788 18 10	240 0 0	61 15 11	2,214 3 10
Wigtown	80	76	..	..	..	12	150	176 16 0	217 9 11	10 11 10	105 2 6	39 7 0	..	..	66 19 9
Totals	23,396	59,915	2,506	1,165	218	5,460	35,011	112,017 15 0	128,830 3 5	12,508 17 4	71,790 19 1	12,822 13 10	1,508 11 4	5,133 13 11*	27,714 6 7

* This includes a total of credit balances brought forward from previous Sessi- - amounting to £2,084 13s. 0d.

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TABLE 4.

LOCAL SCHOLARSHIPS AWARDED DURING THE SESSION 1904–5.

ARTICLES 77–83 OF THE CONTINUATION CLASS CODE.

Name of Authority awarding Scholarships.	SENIOR.			JUNIOR.		
	Number of Scholarships.	Total value of Scholarships.	Department's Grant in support thereof.	Number of Scholarships.	Total value of Scholarships.	Department's Grant in support thereof.
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
1.—Ayr County Education Committee	7	350 0 0	175 0 0	35	124 0 0	62 0 0
2.—Dumbarton Burgh School Board	2	54 10 0	27 5 0	2	16 0 0	8 0 0
3.—Edinburgh Royal Institution (Board of Manufactures)	7	182 0 0	91 0 0	4	40 0 0	20 0 0
4.—Fife County Technical Education Committee	–	—	—	16	56 0 0	28 0 0
5.—Hamilton Burgh School Board	4	110 0 0	55 0 0	15	150 0 0	67 10 0
6.—Lanark County Council Technical Education Committee	–	—	—	137	340 10 0	170 5 0
7.—Kilmarnock Burgh School Board	2	20 0 0	10 0 0	–	—	—
8.—Perth Burgh School Board	–	—	—	2	20 0 0	10 0 0
9.—Ross and Cromarty County Committee (Secondary and Technical Education)	–	—	—	23	46 0 0	23 0 0
10.—Row School Board	–	—	—	13	39 0 0	19 10 0
TOTALS	22	716 10 0	358 5 0	247	831 10 0	408 5 0

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CENTRAL INSTITUTIONS CONDUCTED UNDER ARTICLE 87 OF THE CONTINUATION CLASS CODE.

Reports received by the Department from the authorities of the undermentioned ten institutions as to the operations of each Institution during the Session 1904–1905, together with Special Reports on the work of various institutions by Examiners nominated for this purpose by the Department.

		PAGE.
I.	Aberdeen and North of Scotland College of Agriculture	768
II.	Aberdeen Gordon's College and Gray's School of Art	771
III.	Dundee Technical Institute	776
IV.	Edinburgh and East of Scotland College of Agriculture	778
V.	Edinburgh Heriot-Watt College	781
VI.	Glasgow and West of Scotland Technical College	786
VII.	Glasgow Athenæum Commercial College	800
VIII.	Glasgow School of Art	802
IX.	Leith Nautical College	808
X.	The West of Scotland Agricultural College	809
XI.	Special Reports	813

Further detailed information may be found in the various Calendars and Reports issued by the Governors of these Institutions.

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REPORTS RECEIVED BY THE DEPARTMENT ON THE WORK OF THE SESSION 1904–1905.

I.—ABERDEEN AND NORTH OF SCOTLAND COLLEGE OF AGRICULTURE.

In the year 1890, a department of Agriculture was established in the University of Aberdeen under the control and management of a body known as the Joint Committee on Education in Agriculture composed of representatives appointed by the University Court, the Town Council of Aberdeen, and a few of the County Councils in the North East of Scotland, who contributed towards the support of the department. These local contributions were supplemented by an annual grant from the Scotch Education Department.

The Agricultural department was very successful in the work which it was able to undertake as far as the funds at its disposal permitted, but that work was necessarily to a large extent confined to the training of students for the Degree of B.Sc. in Agriculture, the University Diploma, and the National Diploma in Agriculture. With the assistance of the Highland and Agricultural Society, a certain amount of important research work was also undertaken and a few short courses were given by the lecturers in the department under the auspices of the Technical Education Committees in the neighbouring counties.

The Scotch Education Department, however, intimated to the Agricultural department in 1903 that, although sensible of the value of the instruction given in the university classes, and although appreciating to the full the importance of the special research work so far as it went, they were of opinion that the Agricultural department had not succeeded in bringing home to the agricultural community in the Northern Counties the results of agricultural investigations to the extent that had been accomplished by the corresponding institutions in the South of Scotland. They therefore intimated that grants in aid of Agricultural Education at Aberdeen on the then existing basis would cease as at 31st March, 1904; that henceforth grants would be made only to institutions which could be placed under Article 87 of the Continuation Class Code; and that in order to a participation in such grants, it was necessary to establish a central college of agriculture on the lines of those already established at Edinburgh and Glasgow.

The Agricultural department therefore took the matter up and framed a new constitution with the view of placing the college, when established, more directly under the control of gentlemen in the associated Counties, who would be regarded as the natural representatives of agricultural interests as distinguished from the interests of the University.

The proposal to establish the college, with a draft of the proposed constitution, was submitted for the consideration of the Councils of the whole of the northern Counties and Burghs, and as promises of substantial financial support to the scheme were received from the counties of Aberdeen, Banff, Kincardine, Moray, and Ross and Cromarty, and the burghs of Aberdeen, Banchory, Turriff, and Huntly, as well as the University of Aberdeen, the college was duly established with the object of developing throughout the North of Scotland, education and research in Agriculture, Forestry, and allied subjects.

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Consulting Committees.

Shortly after the establishment of the college, it became apparent to the Governors that its success depended to a very large extent upon the interest taken in its work by the representatives of the subscribing authorities, and by practical agriculturists in the district, and accordingly these authorities were asked to appoint sub-committees who might be available for consultation, more particularly with regard to the extension lecturing by the members of the college staff, and the experimental and research work desired in particular localities.

The Governors are pleased to be able to state that committees of practical farmers have been appointed in every district for this purpose, and that during the past season, these committees have been most helpful to the college.

To enable the Governors to extend the benefits of the college to the outlying district of Ross and Cromarty, and the North, a subsidiary centre was instituted with its headquarters at Dingwall, under the charge of a highly skilled lecturer and organiser. A local committee was also formed for the purpose of directing and advising the organiser as to the work to be undertaken by him in the district, and the Governors are pleased to be able to state that the work carried on in Ross and Cromarty during last year has been very highly commended by prominent agriculturists in the district.

Central Classes.

The work formerly carried on by the Joint Committee on Education in Agriculture in the central classes at Marischal College was taken over by the new governing body, a reorganised staff of lecturers appointed, and the classes suitably equipped and provided with apparatus. The course of study was also revised and the number of lectures in several of the subjects increased, with the view of providing fuller and more efficient instruction for pupils attending the several courses. These courses are (1) a three-years' course of instruction for the B.Sc. Degree in Agriculture and the National Diploma, and (2) a two-years' course for the University Diploma in Agriculture.

During the past session thirty-four students attended the central classes, making in all 131 class enrolments. The conduct, attendance, and progress of the students were reported by the staff as entirely satisfactory. At the close of the examinations, five students succeeded in obtaining the Degree of B.Sc. (Agr.) and four the University Diploma. Five students from the college entered for the examination for the first part of the National Diploma in Agriculture and four of these passed.

Animal Husbandry.

The important place which the breeding, rearing, and feeding of farm live stock occupies in the North of Scotland, suggested the institution of stock-judging classes for students attending the central classes, with the aim in view of familiarising them with the best types of cattle, horses, and sheep. For this purpose Saturday excursions were taken to the most important studs and herds, and several visits were also made to the local auction marts. Comparatively few even of the sons of farmers who join the college classes have any real training in the science of stock-judging. It is therefore necessary at the beginning of the session for the students to attend one or more of these demonstrations. The *modus operandi* is that the lecturer in Veterinary Hygiene who supervises the work of these classes and the special demonstrators appointed for the purpose, explain to the students with the aid of typical examples the features and characteristics of such classes of stock as are under inspection. Some of the more expert students are then asked to undertake the duties of adjudicating, when they place the stock in the order of merit and explain in the presence of the special judges the grounds upon which their decisions are based. These

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demonstrations are continued until the students get a fair grasp of the subject, when a competition is entered upon for prizes presented by a local gentleman interested in the rearing of stock.

There is no part of the college work which has raised greater interest among the pupils or commended itself more to practical agriculturists than the instruction given in these stock-judging classes, and it is the intention of the Governors to carry them on next session on even a larger scale than was possible during the past session.

Extension Work.

The comprehensive scheme of extension lectures provided for the Counties and Burghs contributing to the college during the winter of 1904-05 aroused keen interest in the work of the college. Throughout the six contributing Counties (Aberdeen, Banff, Kincardine, Moray, Inverness, and Ross and Cromarty) 488 lectures were delivered during the session with a total attendance of 23,512 persons, being an average of 48 at each lecture. The work had the support of all classes of the agricultural community, including land-owners, large and small farmers, and farm labourers.

The subjects dealt with included Agriculture, Agricultural Chemistry, Veterinary Hygiene, Land Surveying, Dairying, and Botany and Zoology in so far as these subjects affect Agriculture. To attend these lectures those interested came from distances of from four to eight miles, and were regular in their attendance and closely attentive to the lecturers.

One of the chief advantages of these extension courses consists in the opportunity which they offer of creating and fostering an interest in the science of Agriculture, by bringing the results of the latest experiments and research work under the notice of the farmers in even the most remote districts. These lectures also prepare the way for the Governors providing more extended courses of instruction in the form of Farmers' Four Weeks Courses, which the Governors intend to institute at Aberdeen, and eventually if necessary at other convenient centres throughout the college area. The instruction which has already been given has been productive of good results and in many cases the Governors have been assured that the methods recommended by the lecturers will be the means of inducing farmers to adopt more scientific and economical methods of farming.

Experiments.

The college took over certain experiments that were being carried on by the Agricultural department and during the year there have been published two Bulletins—No. 1 being a Report on Turnip Experiments, and No. 2 a Report on the comparative merits of varieties of Oats. An extensive scheme of experiments of field trials was approved of by the Governors at various centres throughout the college area, and these are in course of being conducted by the lecturer on Agriculture and the lecturer on Agricultural Chemistry. The Governors had in view, when they authorised the carrying out of so many experiments during the current year that they could be turned to account for demonstration purposes, giving the extension lecturers an opportunity, with the aid of object lessons, of showing the farmers approved and scientific methods of manuring, cropping, selecting seeds, &c., and of encouraging them to undertake field experiments on their own account. A provisional arrangement with the Inverness-shire County Council allowed the Governors to include that County in the sphere of their operations and to conduct a series of experiments for behoof of the crofter population in the Highlands, which it is hoped will be both instructive and helpful.

Dairying.

Dairying in the North of Scotland has not had the attention which it has received in districts where Dairy Farming is the main-stay of Agriculture. Newer and more improved methods have no doubt made progress upon

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holdings of considerable size where dairying has been resorted to as likely to be more profitable than the cultivation of crops and the rearing and feeding of stock, but among the smaller tenants and crofters, dairy science has for the most part been entirely neglected, and it is felt that there is great need in such cases for itinerant courses on dairying. The same also applies to poultry-keeping, which should ultimately prove useful to that section of the agricultural community which has to depend on the smaller products of the farm for their living. The classes which have been conducted during the session in the Counties of Aberdeen, Kincardine, Ross and Cromarty, have been satisfactorily attended and the work of the Instructress has been well spoken of.

Advisory Work.

Farmers resident within the counties contributing to the college have largely availed themselves of the offer which the Governors made of advice and assistance on points affecting tillage, the treatment of plant diseases, the testing of farm seeds as to purity and fertility, and on many matters regarding feeding stuffs and manures. In the course of the year an arrangement has also been made whereby farmers may, for a merely nominal fee, have milk tested so as to determine the amount of butter fat which it contains.

II.—Aberdeen Gordon's College and Gray's School of Art.

(Report by the Head Master.)

The Central Institution includes the Day Classes in the School of Art and the Evening Classes in the School of Art, combined with the advanced Evening Classes in Gordon's College, and is conducted in accordance with the terms of a Special Minute under Article 87 of the Continuation Class Code. In consequence of the arrangement come to in June, 1903, with the Scotch Education Department and the School Board of Aberdeen, as to carrying on the Evening Classes of the city on a common plan, Elementary Classes in Commerce, Science, and Art are provided for in the Board's Schools, and Intermediate Classes in Gordon's College and the High School for Girls. For all these the School Board undertake responsibility, while the Governors become Managers of a school devoting itself entirely to the advanced stages of Literature, Commerce, Science, and Art.

I.—Day Classes—Gray's School of Art.

Three years ago a scheme of reorganisation was adopted for these classes, whereby the course of study was to extend over four years, the average length of session being not less than forty weeks (exclusive of vacations) of thirty hours per week. Naturally the reorganisation has become only partially effective at this date, and for session 1904–5 the students were grouped in three classes—First, Second, and Third Years—with a few more advanced students attending for the study of Life Drawing, Modelling and Design.

The number of students taking the work of the first year, wholly or partially, during session 1904–5 was 17, of the second year 17, and of the third year 27—a total of 61, as compared with 54 in the previous session, while 24 were taking the full Diploma course, as compared with 17 in the previous session. At the close of the session Certificates were awarded to students who fulfilled the conditions of attendance and progress. At the

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beginning of last session Arthur E. Payne, A.R.C.A., took charge of the departments of Design and Modelling, and the development of these departments has been already very marked. Mr. Walton's suggestion as to the extension of time for Life work has been carried out, and the acquirement of additional accommodation for Modelling has been of great advantage. It has now been found possible to give effect to a further suggestion made by Mr. Walton, that an extra master should be appointed to the departments of Life and Painting. John M. Aiken, A.R.C.A., a former distinguished pupil of the School, has been appointed for the purpose specified. In December last both Day and Evening Classes of the School were visited at the desire of the Scotch Education Department by Pittendrigh Macgillivray, Esq., R.S.A., who gave special attention to the work done in Modelling and Architecture. His exceedingly suggestive report will prove very helpful. His strong plea for the development of Sculpture in a city with the special characteristics of Aberdeen has been so far met by the appointment of Mr. Sidney Boyes, a distinguished student of the Royal College of Art, to take charge of that department of the School. Mr. Macgillivray's emphatic opinions as to the principles that ought to underlie all the work of the Art School will receive, as they merit, the most careful consideration.

As showing the fine spirit that prevails in the School, it may be mentioned that eight of the more advanced students spent part of the summer vacation working in museums in London.

An event of special interest to the Art School has been the opening of the Sculpture Gallery in the building adjacent to the Art School, and connected with it by a covered archway. Students have free access to the Gallery, with permission to work there. The Gallery not merely affords fresh facilities for study, but is a powerful factor in spreading a healthy interest in Art education generally.

II.—Evening Classes—Gordon's College and Gray's School of Art.

The main principle underlying the organisation of these classes is to provide courses of study directly related to the principal branches of industry and commerce carried on in the City of Aberdeen, and only those students are admitted who have passed successfully through the elementary and intermediate stages of their subjects, or who have attained such proficiency in Secondary (Day) Schools as qualifies them to take advantage of the advanced work of evening classes. In addition to commercial courses, the following industrial courses have been established:—Mechanical Engineers, Electrical Engineers, Civil Engineers, Architects, Builders, Naval Architects, Stonecutters, Wood Carvers, Painters and Decorators, Lithographers and Engravers, Plumbers, Chemists, Cabinetmakers, with, in addition, a Pure Art Course for general students. There have also been established Saturday classes as follows:—Painting for general students, and Classes in Drawing and Experimental Science for teachers and pupil teachers in Elementary Day Schools. The total enrolment for Evening and Saturday Classes was 840. The average attendance for November was 788, for December 636, for January 650, for February 615—a distinct rise from the previous session both in enrolments and in average attendance. At the close of the session Certificates were awarded to students who had satisfied the conditions of attendance and progress. The Certificates bear the stamp of the Scotch Education Department, and are of two grades—first and second class—according to the proficiency of the student. The Teachers' classes in Experimental Science and Drawing were specially examined by officers of the Department.

The Summer session Art Classes opened on April 16th, and continued for ten weeks. The subjects were Nature Study and Outdoor Sketching, Design (Granite Cutters), Design (Painters), Lettering, Landscape Painting,

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Drawing, and Painting from Life. 126 students were enrolled, and the attendance was remarkably good.

In general terms it may be said that the efforts of the Governors to meet the demand for advanced technical instruction within the district have been crowned with a gratifying measure of success—the most pleasing feature of that success being the obviously keen appreciation of the students. It would be idle to assume, however, that the state of technical education in Aberdeen is all that can be desired. Much remains to be done in providing building and equipment. Mr. Macgillivray suggests the extension of the Art School, with the special view of affording proper opportunities for the study and practice of Architecture and Sculpture. The need for such an extension has long been manifest. Equally pressing is the need for a new building where advanced students may in both Day and Evening Classes devote themselves exclusively for a time to study. This refers in particular to the various branches of Engineering.

A further desideratum is a much closer and heartier co-operation between the managers of such a school and employers. Something has been already done. The Association of Civil Engineers and the Society of Architects have taken special interest both in the arrangement of their respective courses of study and in the attendance of apprentices at the classes. The support thus given by employers and Associations is already yielding so good results as to encourage the hope that much more may be done in this direction. Without the active co-operation of employers with educational authorities, technical instruction, whether in Day or Evening Classes, must languish.

Gray's School of Art.

Day Classes.

Curriculum.

First Year.

1. Nature Study, with Outdoor Sketching	12 hours per week.
2. Drawing and Shading	5 „
3. Geometry	1 hour per week
4. Modelling	6 hours per week
5. Painting	6 „
Total	30 hours per week.

Second Year.

1. Nature Study, with Outdoor Sketching	4 hours per week.
2. Design (Study of)	4 „
3. Historic Art	2 „
4. Modelling	6 „
5. Painting	6 „
6. Drawing from Antique	4 „
7 Drawing from Life	4 „
Total	30 hours per week.

Third Year.

1. Drawing from Life	4 hours per week.
2. Painting from Life	4 „
3. Drawing from Antique	4 „
4. Modelling from Antique and Life (Head)	8 „
5. Painting Still Life, or Design	10 „
Total	30 hours per week.

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Gordon's College and Gray's School of Art.

Evening Classes.

Courses of Instruction.	Class Enrolments
I. Commercial Courses	82
II. Industrial Courses:	
1. Mechanical Engineers	136
2. Electrical Engineers	23
3. Civil Engineers	62
4. Architects	40
5. Builders	52
6. Naval Architects	13
7. Stonecutters	66
8. Wood Carvers	16
9. Painters and Decorators	29
10. Plumbers	7
11. Cabinetmakers	11
12. Lithographers and Engravers (included under Pure Art)	—
III. Pure Art	162

IV. Saturday Classes.

Assistant and Certificated Teachers	50
Pupil Teacher	33
Painting	17

V. Summer Session—(Art).

Nature Study	42
Design (Decorators)	10
" (Stonecutters)	19
Lettering	51
Landscape Drawing	11
Painting from Life (Head)	13
Painting from Still Life	9

(*a*) Commercial Courses (Fourth Year of Courses).

Subjects of Instruction.	Hours per Week.
1. Arithmetic and Algebra	1
2. Book-keeping	1
3. Commercial History and Geography	1
4. English	2
5. French	2
6. German	2
7. Latin	2
8. Shorthand	2

(*b*) Industrial Courses (Advanced Stages of Science and Art).

Applied Mechanics	4
Architecture (Design)	4
" (History)	2
Building Construction	2
Carpentry and Joinery	4

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Subjects of Instruction	Hours per Week.
Design	4
„ (Painters)	6
„ (Stonecutters)	8
„ (Cabinetmakers)	4
Drawing from Antique	8
Drawing from Life	14
Electric Lighting	1
Geology and Mineralogy	1
Geodesy	1
Magnetism and Electricity	2
Machine Design	4
Modelling	18
„ (Life)	4
Nature Study	16
Naval Architecture	2
Practical Mathematics	4
Practical Geometry	2
Plumbers' Work	2½
Steam	4
Structures	3
Telegraphy	1

SATURDAY CLASSES.

Painting	2
Pupil Teachers' Drawing Classes	4
Teachers' Drawing Class	3
Teachers' Science Class	3

Pupil Teachers' Classes were continued till middle of June.

SUMMER SESSION—(Art).

Nature Study and Outdoor Sketching	4
Design (Stonecutters)	4
„ (Painters)	4
Lettering	4
Drawing and Painting from Life	4
Painting from Still Life	2
Landscape Painting	Two Afternoons

INDIVIDUAL STUDENTS.

(*a*)	*Gray's School of Art:*	
	Day Classes	52
(*b*)	*Gordon's College and Gray's School of Art:*	
	Evening Classes	597
(*c*)	*Gray's School of Art:*	
	Summer Session (Evening)	126
	Total	775

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III.—Dundee Technical Institute.

The Managers of the Technical Institute, Dundee, beg to lay before My Lords of the Education Department the following report of the work done in the classes under their control during the Session which ended on 31st July, 1905:

The number of individual students enrolled was 1021, being 17 more than attended during the previous Session. With the exception of a few women who attended classes in Art, Botany, and Telegraphy, the students were artisans pursuing definite courses suited to their trades.

As was the case in previous years, nearly one half of the students were engaged in some branch of Engineering; they were: engine fitters, draughtsmen, mill-mechanics, electrical engineers, and men engaged in the ship yards. Approximately one quarter of the whole belonged to the Building trades, including joiners, masons, plumbers, painters, cabinet makers and architects. Over 150 were men from the jute mills, and the remainder were art students, druggists, naval architects and telegraphists.

With so large an attendance of engineers, we were able to have special classes covering a four years' course, in which each student was an engineer. It was therefore possible from the very start to give each subject an engineering bias; in Mensuration and Practical Mathematics, in Geometrical Drawing and Solid Geometry and in Technical Sketching, the problems and examples were made to deal with engineering details and workshop processes, and these auxiliary subjects became a very efficient support to the more strictly Engineering Classes in Machine Construction, Mechanics and Steam.

For the past year or two we have been laying the foundations of a course of work for electrical engineers, and this Session we had about 100 men attending the Electrical Classes. A first year's general course in Magnetism and Electricity is followed by an Elementary Electric Lighting and Power Class, and a few students were able to do higher work in a third year class dealing with Electric Measurements. We gave instruction to about 40 men in practical electric wiring, embracing jointing of wires, and fitting up circuits for bells and lights, and a few students worked with the more elaborate current measuring apparatus in the College laboratory; but, as our accommodation does not permit of our having dynamos or motors at work, the electrical engineering course must yet be considered as far from complete.

In these Engineering Classes the discipline and attention to work was excellent, the attendance was very satisfactory, and the home work was done in a creditable manner. The teachers report that the men come better prepared than formerly, and that it is possible to raise the standard of work a little every year.

It was more difficult to provide coherent courses for the students belonging to the Building trades, whose daily work is more diverse in character. The Preliminary Drawing, Geometry, and Mensuration classes were therefore taught on more general lines than was the case with the engineers; but, after the first year, the students were as far as possible taught in groups according to their trades and the work specialised for their wants. In all sections satisfactory work was done, and the practical work especially was eagerly undertaken. The workshop for joiners and cabinet makers was taxed to its limit, the painters' shop was full, and the plumbers' shop was none too large.

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In the classes in Jute Manufacture the old complaint of the teachers about the want of general education of the students was still heard. Many of the older men are so unaccustomed to transfer their thoughts to paper, that although they have an extensive practical knowledge, they find themselves outdistanced at the examinations by the mill clerks, who have practice both in quick writing and in simple calculations; this disheartens them, and there are always a number who leave after the first year. A simple entrance examination has been suggested for the purpose of compelling a man to attend an Evening school before coming to the Institute; but it has always been thought that this would debar a great many from ever getting to the classes, and we are convinced that even if a man who attends for a year does not reach a high standard at the examination, yet he has obtained much useful information which will be helpful to him in his work. It is hopeful for the future to learn from the teachers that the younger men are coming with a better education, and are showing much greater ability than the others to take notes and to write home exercises.

In the Art Classes much good work continues to be done: not in Pure Art, such as painting and modelling—in these subjects there are only a few students—but in Designing and Applied Art generally. Such is the chief function of an Art Department in a technical school; but the Institute is a Central Institution and the only School of Art in Dundee, and as such we are much behind other towns in the facilities we can offer to Art students.

The school was visited by Mr. Pittendrigh Macgillivray, the special Art Inspector, and his report has been before My Lords. Mr. Macgillivray recognised that much good work was being done along the lines of giving craftsmen the Drawing necessary for their trades, and also furnishing them with some artistic knowledge. We have no special desire at the present time to foster classes in Painting or Sculpture; but must confine our attention until a more commodious school is obtained, to the necessary work of producing good architects and designers. This work Mr. Macgillivray allows we are doing in a fairly satisfactory manner.

Mr. Macgillivray's advice was of a very practical nature, and his criticisms of much more value than those usually given by men who are high-class artists.

The classes in Chemistry, Botany, Telegraphy, &c which provide for the wants of smaller groups of students, do not demand special notice. In all these subjects satisfactory work was done.

In addition to the visit of the special Art Inspector the school was visited by the Chief Inspector for the North of Scotland, and frequently by the Science Inspector. These visitors all condemned the poor accommodation, the crowded state of the rooms in the Young Men's Christian Association buildings and the want of space for practical classes in Jute Manufacture, Engineering and Electrical work. They gave us credit for good enough work in the space at our disposal, but they considered that the poor accommodation placed both students and teachers at a disadvantage and reflected badly on Dundee.

We hoped that the provisions of the last Education Bill for Scotland would have made it possible for Dundee to procure a better school; but that hope has gone, and no other scheme to provide more accommodation has led to practical issue. The matter is, however, constantly before the minds of the Managers of the Institute, and every advantage will be taken of any opportunity which offers to secure a new central school, where all the work can be brought together and fully co-ordinated.

We are glad to state that the Institute is free from debt, and that the income of the past year met the expenditure and left a small surplus.

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IV.—Edinburgh and East of Scotland College of Agriculture.

Report on Work from May 1904—May 1905.

The premises purchased at George Square are now in the hands of the contractors, and arrangements have been made for most of the classes at present conducted in other institutions on behalf of the College being transferred to the new premises next Session.

The following were the enrolments in the various central classes :—

Day Classes.

Agriculture and Rural Economy	31
Colonial and Indian Agriculture	13
General Chemistry (First Year's Course)	14
General Chemistry (Practical)	14
Mensuration and Land Surveying	11
Handicraft	1
Botany (Lectures and Practical)	14
Natural History (Zoology)	15
Geology	7
General Chemistry (Second Year's Course)	12
General Chemistry (Practical)	12
Agricultural Botany (Lectures and Practical)	13
Agricultural Chemistry	1
„ Engineering (Lectures and Practical)	10
Veterinary Science	16
Bacteriology	10
Bookkeeping	4
Forestry	10
Economics	3
Agricultural Entomology	21
University Lectures in Dairying	2
Law of Landlord and Tenant	(no class)
Total Class Enrolment	258
Number of Students	58
Central Farmers' Class	32
Total Number of Day Students	90

Evening Classes.

Agriculture (Elementary)	38
„ (Advanced)	23
Agricultural Chemistry (Lectures)	42
„ „ (Practical)	23
Veterinary Science (Horses)	29
„ „ (Cattle)	24
Agricultural Natural History	10
Horticulture	71
Total Class Enrolments	260
Number of Students	171
Total Number of Students attending Central Classes	261

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Teachers' Classes under Article 91 (d) Scotch Code.

The Teachers' Classes in Nature Knowledge at Edinburgh (76 students) and Selkirk (26 students), begun last year, have been continued and will be concluded in the coming autumn.

Extension Lectures.

During the Session 290 lectures were delivered in short courses on Agriculture, Horticulture, Poultry-keeping and Veterinary Science. The total attendance at those lectures amounted to 12,917, or an average of 45 at each lecture.

Full details of the lectures are given in the College Calendar.

Systematic Instruction in Agriculture.

In connection with the County Work Department, Systematic Courses in Agriculture were conducted at the following eleven centres :—

First Year's Course.

Centre.	Number of Meetings.	Number Enrolled.
Aberlemno	9	23
Glamis	10	43
Lundie	10	35

Second Year's Course.

Centre.	Number of Meetings.	Number Enrolled.
Inveresk	14	34
Penicuik	13	20
Reston	14	32
Duns	14	27
Yetholm	14	34
Jedburgh	14	29
Denholm	14	37
Balcurvie	11	27
Total		341

Systematic Instruction in Forestry.

Classes in Forestry were conducted at the following four centres :—

Centre.	Number of Meetings.	Number Enrolled.
Perth	12	63
Cupar (Second Course)	20	44
Selkirk	12	33
Kirkliston	12	30
Total		170

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Instruction in Dairying.

Courses of instruction in Buttermaking and Dairying were conducted for three weeks at each of the following centres :—

	No. of Pupils.
Berwick—	
Lauder	13
Forfarshire—	
Friockheim	10
Hillside	8
Kirriemuir	7
Lundie	10
Monikie	21
Kinross—	
Naemoor	19
Mid-Lothian—	
Edinburgh (four classes)	49
Penicuik	12
Perthshire—	
Forgandenny	12
Roxburgh—	
Ancrum	14
Minto	14
St. Boswells	11
Selkirk—	
Caddonfoot	12
Kirkhope	12
West Lothian—	
Bathgate	13
Westfield	15
Broxburn	8
Fauldhouse	12
Total number of pupils	272

Note.—At Naemoor 14 lessons were given in Killing, Plucking and Trussing of Poultry.

Advisory.

During the year the work in the Advisory Department has very considerably increased, as a direct consequence of the work done in the counties. Numerous letters of inquiry have been submitted to the staff. There has been a steady growth in the assistance given to school teachers. In addition to the courses of instruction in Nature Knowledge for Rural School Teachers, advice and assistance in laying out school gardens and plots have been given in several cases; and arrangements are in progress for the laying out of Fruit Demonstration Plots at Newburgh, Dunfermline, and probably at Melrose.

Experiments.

A list of the experiments conducted during the year is given in the College Calendar.

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V.—Edinburgh Heriot-Watt College.

(Report by the Principal.)

The numbers attending the Evening Classes during the Session were 3,741, as against 3,953 in the previous session, showing a decrease of 212 students. This decrease seems to be entirely accounted for by the fact that not only did we increase the severity of the Entrance Test in many classes, but also for the first time advertised widely the fact that such an entrance test would be held.

At the same time, looking at the attendances all over the College, there seems to be a certain want of elasticity about many of our classes, especially in the classes connected with the Building trades and the Engineering Classes, and this I think is probably due to the fact that trade has been bad in these departments, and doubtless many young men have left the town.

It is gratifying to notice that the numbers of students in the higher departments of the Evening Classes have not shown any tendency to drop. The figures in these classes for last winter were 755 as compared with 639 during the session previous.

The Art Department of the College is also doing well, the total entries during the winter amounting to 456.

The Day Classes show a slight increase in numbers. This session we had 236 students as compared with 223 the session before, and it is especially gratifying to notice that we have had this year 26 students in the Third Year Engineering Course, being an increase of 9 on last year.

The number of special Chemistry students now amounts to 25, which shows that we are beginning to build up a department of Technical Chemistry as well as an Engineering Department. As the Governors only decided to do this in 1901 I think the results are very satisfactory.

From the Evening Classes we took £1,662 in fees, as compared with £1,694 last session, and from the Day Classes £1,637 as against £1,572. The total amount taken in Day and Evening Fees therefore is £3,299 this session as compared with £3,266 last session, showing a slight increase.

There have not been many new features to report in connection with the work of the College during last winter. The most interesting new departure was perhaps the starting of a class for Tailor Cutters. Mr. Riddel gave a course of lectures on Artistic Anatomy, and the class was attended by 24 students drawn from the Tailor Cutting establishments in Edinburgh. The class proved to be highly interesting and was thoroughly appreciated by those in the Trade, and it has been suggested by the Cutters that this course might be followed up during the coming session by a course of lectures on the higher branches of Tailor Cutting.

Our second Exhibition of Work held this year showed, I think, a distinct improvement on that of the year before, both in the quality and in the variety of the work shown, and I think there is no doubt that the Exhibition acts as a stimulus to the various classes and helps to keep up the standard of work, while at the same time it enables the Governors to see what is being done in the College, giving them opportunity to make suggestions for improvement.

The most serious defect on this side of the College Work, which deals with the artistic trades, is the want of proper co-ordination between the Trade and the Art Classes, and I hope that we may be able to make arrangements that will tend to strengthen this co-ordination in the future.

The Scholarships given by the Town Council and the Scotch Education Department to bring Evening Students to the Day College continue to work in a most satisfactory manner. The class of students we obtain by this means is of the best quality, and I have no doubt that an increase in the number of these bursaries might be safely made without affecting the

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quality of the student obtained. These students have in all cases done well, and in many cases exceptionally well, and the opinion is strongly held by our professors that there is plenty of first-rate material in the Evening Classes in students who cannot afford to take advantage of a systematic Day Course of instruction, and whom it would be well worth while, for the sake of our technical progress, to bring down to the Day Classes, so as to enable them to qualify for higher positions in the various branches of Applied Science.

In this connection it is gratifying to notice that one of our students of Chemistry—Mr. Baxter—who has been specialising in this subject, and who was brought from the Evening to the Day College by means of one of these bursaries, has obtained a post as Assistant Manager and Chemist at the Glue Works of Messrs. Cox which have been established at Gothenburg. This is the kind of appointment which we wish our Chemistry Students to obtain, and for which we wish to train them.

Another of our former students—Mr. Smail—who was a student in our Evening Classes and who came down to the Day Classes by means of one of the old bursaries given by the Trust for this purpose, has, after a distinguished career in the College during which he gained a Whitworth Exhibition, been appointed to be an Inspector in the Board of Agriculture and Technical Instruction in Ireland.

Still another of our old students—Mr. Alexander Gray—after taking our Diploma and his B.Sc. in Engineering, won the Vans-Dunlop Scholarship at the University, and on my advice took advantage of it to continue his studies at the M'Gill University, Montreal. He has been carrying off prizes at the Third Year Engineering Course there, and reports that he is highly gratified by the instruction he is receiving. Mr. Gray is a student who has received his whole education under the Heriot Trust, first at George Heriot's School, and then at the Heriot-Watt College. It certainly seems a pity that the old £100 Travelling Scholarships are no longer available, as they would enable us to assist students of this class to carry on their studies in Germany and in America.

It may also interest the Governors to know that Dr. Steele, whom we appointed Assistant Professor of Chemistry in the year 1902, has had a paper on "The Halogen Hydrides as conducting Solvents" published in the *Transactions of the Royal Society of London*. Research of this kind brings a reputation to the College, and I think it important that our Professors and Assistant Professors should be encouraged to carry on research both in Pure and in Applied Science, with a view to improving their own qualifications as teachers and giving the College a name and reputation.

The arrangement with the University still continues to work smoothly. The University sent over thirteen students to us, and they paid fees amounting to £69, while we sent nineteen students to the University, who paid fees amounting to £40.

As I have already reported to the Governors, the arrangement with the School Board is working smoothly also, and it is proposed to include some fresh subjects in the arrangement next winter. I think there can be no doubt that the result has been to level up the standard of work in the School Board Evening Classes, and from this we hope to ultimately benefit, as we are enabled thus to get students better prepared for the work carried on in the Evening Classes here.

As a result of our Diploma Examination this year, in which Professor Beare and Mr. Mavor acted as Assessors, we awarded Diplomas to five students. Both Assessors took a keen and active interest in the examination, and Mr. Mavor has expressed a wish to come through from Glasgow and discuss the drawing up of the papers with our Professorial staff next winter.

There is no doubt that the Diploma of the College represents a very high standard in Mechanical and Electrical Engineering, differing in some respects from that required for a University degree, and dealing more with the practical aspects of the subject, but representing an equally high standard of attainment.

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In this connection it may be of interest to remind the Governors that I was asked to attend an informal conference in Manchester by some of the Principals of Technical Colleges in England, with the view of considering the possibility of having a common Diploma in Engineering. Both myself and Mr. Stockdale of the Glasgow and West of Scotland Technical College came to the conclusion that the standard required for the Heriot-Watt College Diploma and for the Diploma of the Glasgow and West of Scotland College was distinctly higher than that required in most of the English Technical Colleges, and that it would be a mistake for the two Scottish Technical Colleges to associate themselves with the English Technical Colleges in a scheme of this kind.

It will doubtless be well for us to keep in close touch with Glasgow, so as to obtain a common standard of attainment in the two Colleges, and I hope that in the matter of Technical Education Scotland may stand as high in the future as it has stood for its general education in the past.

EVENING CLASSES.

Detailed Statement of Class Entries.

Science and Technological Classes.

Machine Construction (Elem., 106; Adv., 39; Hons., 2)	147
Applied Mechanics (Elem., 122; Adv., 26; Hons., 6)	154
Prime Movers (Elem., 64; Adv., 23; Hons., 2)	89
Graphics	42
Strength of Materials	22
Handicraft—Metal-Working	35
Electricity and Magnetism (Elem., 117; Adv., 42; Hons., 13; Pract. Adv., 20; Pract. Hons., 5)	197
Electrical Engineering (Elem., 137; Adv., 31; Hons., 32)	200
Telegraphy and Telephony (Ord., 13; Hons., 9)	22
Physics (Elem., 31; Adv., 8; Pract., 30)	69
Mechanics of Structures	19
Chemistry—	
Theoretical Inorganic (Stage I., 59; Stage II., 14; Stage III., 16)	89
Practical Inorganic (Stage I., 59; Stage II., 14; Stage III., 16)	89
Theoretical Organic	19
Practical Organic	19
Paper-making Chemistry (Elem., 15; Adv., 9; Pract. Elem., 15: Pract. Adv., 9)	48
Agricultural Chemistry (Theor., 34; Pract., 30)	64
Mathematics (Stage I., A, 111; B, 89; Stage II., 59; Stage III., 19; Stage IV., 6; Calculus for Engineers, 18)	302
Mensuration	63
Land Surveying and Levelling	31
Geometrical Drawing (Elem. A, 132; B, 75)	207
Practical, Plane and Solid Geometry	11
Mining (Elem., 20; Adv. and Hons., 12; Surveying, 3)	35
Mineralogy	12
Geology (Elem., 21; Adv., 16; Pract. Hons., 6)	43
Building Construction (Elem., 117; Adv., 97; Hons., 1st year, 32; Hons., 2nd year, 6; Graphics, 18)	270
Quantity Surveying (Jun., 59; Sen., 15)	74
Sanitary Science	104
Municipal Engineering	40
Physiology (Jun., 49; Adv., 16)	65
Hygiene (Jun., 38; Adv., 14)	52
Agriculture (Elem., 39; Adv., 27)	66
Veterinary Science (Cattle, 24; Horses, 30)	54
Natural History (Agricultural)	12

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Horticulture	74
Botany (Elem., 49 ; Adv., 26 ; Adv. Pract., 19)	94
Fermentation	13
Pharmaceutics	15
Paper Manufacture	14
Gas Manufacture	27
Natural History (Biology)	9

Art and Trade Classes.

Art Department	456
Painters' and Decorators' Work (Jun., 62 ; Sen., 31 ; Adv., 3)	96
Photo-Process Work (Photo., 11 ; Etching, 10)	21
Bookbinding	13
Wood Carving	15
Watch and Clock Making	8
Cabinet Making	26
Plumber's Work (Jun., 67 ; Sen., 16 ; Pract., 64)	147
Carpentry and Joinery (Ord., 49 ; Hons., 14 ; Pract., 9)	72
Masonry and Brickwork (Ord., 15 ; Hons., 7)	22
Lithography	14
Typography	10
Total in Scientific, Technical, and Art and Trade Classes	3,911

Commercial Classes.

Shorthand (Jun., A, 83 ; B, 46 ; C, 38 ; Upper Jun., 17 ; Inter., A, 46 ; B, 32; Reporting, 24 ; Reporting Practice, 15)	301
Bookkeeping (Jun., A, 56 ; B, 54 ; Sen., 45)	155
Commercial Correspondence and Précis Writing	38
Commercial Arithmetic	66
English Language and Composition (Elem., 72 ; Adv., 64)	136
French (Elem., A, 54 : B, 65 ; Inter. A, 59 ; B, 53 ; Sen., 45 ; Sen. Adv., 26 ; Com., 20)	322
German (Elem., 72 ; Inter., 42 ; Sen., A, 17 ; B, 18 ; Com. Lower, 13 ; Com. Sen., 8)	170
Spanish (Jun., 20 ; Sen., 8 ; Com., 3)	31
Commercial Geography	20
Economic Science	15
Commercial History	7
Practice of Commerce	44
Accounting and Insurance	20
Actuarial Algebra (Elem., 50 ; Adv., 5)	55
Banking and Banking Law	21
Commercial Law	12
Lectures to Grocers	42

Literature, Music, and Languages.

English Literature and Composition	52
Latin (Jun., 54 ; Sen., 39)	93
Greek	13
Elocution (Elem., 59 ; Adv., 50)	109
Music (Elem., 82 ; Adv., 16 ; Harmony and Counterpoint, 10)	118
Total Class Entries in Commercial and Literary Classes	1,840
Total Class Entries in Scientific and Technical Classes	3,911
GRAND TOTAL	5,751

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Summary.

Evening Classes.

Number of Individual Male Students	3,188
„ „ Female „	553
Total Number of Individual Students	3,741

Day Classes.

First Year Engineering Students	60	
Second Year Engineering Students	29	
Third Year Engineering Students	26	
Chemistry Students, exclusive of Agricultural Students	25	
Miscellaneous and Special Students in Physics, Mathematics, Machine Drawing and Handicraft	14	
Agricultural Students	34	
Art Students	48	
Total Number of Individual Students		236
Day and Evening Departments—Individual Students		3,977

Summer Day College Session.

Number of Students taking Workshop Practice	30
Number of Students taking Laboratory Work in Electrical Brewing and Chemical Departments	12
Total	42

Abstract of Occupations.

Young Men.

Building Trades, including Workers in Wood, etc.	292
Engineers, Blacksmiths, Workers in Metal, etc.	417
Electrical Engineers, Electricians, Scientific Instrument Makers, Watch and Clock Makers, etc.	203
Architects, Surveyors, Civil Engineers, Draughtsmen, etc.	356
Printers, Compositors, Lithographers, Engravers, etc.	108
Painters and Decorators	108
Plumbers, Gasfitters, etc.	120
Trades involving Applied Art—Jewellers, Furniture Makers, Bookbinders, Photographers, etc.	99
Chemists, Analysts, Druggists, etc.	113
Clerks in Commercial Offices	311
Clerks in Civil Service, Banks, Law, Insurance, Accounting, and Public Offices	372
Salesmen, Shopkeepers, Warehousemen, etc.	233
Tailors	28
Teachers, Assistant Teachers, Pupil Teachers, etc.	66
Students (University, Training College, etc.)	75
Occupations not included in the above classes	170
No occupation stated (chiefly boys just left school)	117
Total number of Young Men	3,188

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Young Women.

Printing Trades		14
Dressmakers, Milliners, Tailoresses, etc.		22
Clerkesses, Cashiers, Civil Service, etc.		152
Saleswomen, Shopkeepers, etc.		15
Telegraphists, etc.		4
Teachers, Assistant Teachers, Pupil Teachers, etc.		92
Art Decorators and Designers		12
Students (University, Training College, etc.)		21
Occupations not included in the above classes		15
No occupation stated		206
Total number of Young Women		553
TOTAL NUMBER OF MATRICULATED STUDENTS		3,741

VI.—GLASGOW AND WEST OF SCOTLAND TECHNICAL COLLEGE.

The College has more than maintained during the session the satisfactory position of last year, both in respect of the number of students and the standard of the instruction given. The following are the comparative figures for the two sessions :—

	1903–4.	1904–5.
Individual Students—		
Day Classes	489	530
Evening Classes—		
In College	4,149	4,424
At Country Centres	63	66
Total Individuals ...	4,701	5,020
Class Enrolments—		
Day Classes	1,529	1,855
Evening Classes	6,319	7,242
Totals	7,848	9,097
"Student-hours"—		
Day Classes	124,278	153,200
Evening Classes	244,004	253,021
Totals	368,282	406,221

The total number of individual students is not always a reliable guide to the amount of work done, as a considerable number may enter for a single class, meeting for a small number of hours, but in the above table of "student-hours" the hours of actual attendance only have been given, and the table indicates the extent of the work actually done, and the satisfactory increase on that of last session.

Reference may again be made to the number of University graduates in attendance at ordinary College classes as an indication of the standard of the instruction given. In 1903-4 the number was 105 ; last session it was 118, and included graduates of all the Scottish Universities and the Universities of London and Cambridge.

Efforts have been made during the year to complete the first section of the new building in time for the coming session, and credit is due to the several contractors for their endeavours to meet the wishes of the Governors. When it is remembered that the building is probably the largest and one of

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the most substantial in the City, as well as the largest devoted to education in Britain, the progress made since the laying of the Memorial Stone by His Majesty the King, less than two and a half years ago, must be considered very satisfactory. The transfer of the equipment is far advanced, but the difficulties involved in commencing the work of the session under the new conditions have necessitated the postponement of the formal opening to a later period of the session. The total expenditure to date on the site, building, and equipment has been £163,060: the Building and Equipment Fund now stands at £209,763, of which £198,845 has been received. The small balance available after payment of the liabilities already incurred is not sufficient to enable the Governors to proceed with the remaining section of the building, but it is hoped that they will soon be placed in a position to complete the scheme originally proposed.

In addition to the subscriptions to the Building and Equipment Fund, the College will receive a legacy of £20,000 under the will of the late Mr. James Donald, and also the residue of his estate. This welcome addition to the resources of the College is to be used in the development of the facilities already existing for the study of Chemistry and Mechanics. The legacy is subject to the life interest of Mrs. Donald, but it is believed that the residue will shortly be available, and will enable the Governors to provide much needed additions to the laboratory equipment of the Departments dealing with these subjects.

During the year the College sustained an irreparable loss in the death of Sir John Neilson Cuthbertson, LL.D., a Life Governor, and Chairman of the Governors, 1894-7. For very many years he had taken an active part in the work of the College, and his wide experience in educational affairs had been of the greatest value to it. His position as a member of the University Court on the one hand and as Chairman of the School Board on the other enabled him to take a comprehensive view of the whole educational field of the district, and from the reconstitution of the College in 1886 he was among the foremost in adapting the work of the College to the needs of those engaged or to be engaged in the industries of the Clyde area. The vacancy caused by his death was filled by the Governors, who unanimously elected Mr. Wm. Robertson Copland to the position. Mr. Copland accordingly resigned his seat as representative of the Trades House, and the House will shortly elect his successor.

The Governors have also lost the services of Mr. James Weir, who was obliged by ill-health to resign his position on the Board as representative of the Institution of Engineers and Shipbuilders, and also of Mr. James Rowan, who was unable to continue to act on the Engineering Committee. The Institution appointed Mr. Andrew S. Biggart, of Sir Wm. Arrol & Co., Ltd., as Mr. Weir's successor, and Mr. Biggart is giving valuable help to the Board, particularly on questions affecting the Engineering sections of the College.

An important addition has been made to the staff by the appointment of Mr. George Moncur, B.Sc., A.M.Inst.C.E., as Lecturer in Civil Engineering. Hitherto the work of this Department has been in the hands of separate lecturers, whose duties included work in other departments, or whose time was not wholly given to the College. The increase in the number of students desiring to attend a full course of instruction in this subject necessitated a more satisfactory organisation, and Mr. Moncur has accordingly been placed in charge of the department, although his work will be supplemented by the Professor of Mechanics, who will continue to deal with Bridge and Roof Construction, and by Mr. Gilbert Thomson, M.A., A.M.Inst.C.E., in whose hands the important evening classes in Sanitary Engineering will remain. The College is now among the very few in this country with a fully organised department devoted solely to Civil Engineering. It may be stated that Mr. Moncur had a distinguished career at University College, Dundee, and at the University of Edinburgh, and has since held important appointments under the Caledonian and the North of Scotland Railway Companies.

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The scheme for the co-ordination of certain of the Continuation Classes conducted by the School Boards of Glasgow and Govan with the corresponding classes in the College has been in force during the session, but has not worked so satisfactorily as was anticipated. The necessity for a closer linking together of the two systems has been felt, and, as the result of several meetings of the Joint-Committee representing the two Boards and the College, and of conferences with the Secretary and Inspectors of the Education Department, it was agreed to appoint an officer of the College as Superintendent of the Continuation Classes concerned, whose principal duty would be to keep in close touch with the teachers, both of the College and the School Boards, and whose active mediation would secure the carrying out of the scheme of work agreed upon. On the unanimous recommendation of the Joint-Committee, Mr. A. M. Galbraith has been appointed to this position. Mr. Galbraith was Chief Lecturer in Machine Design at the Heriot-Watt College, Edinburgh, and has had a varied experience in practical engineering, as well as a share in the carrying out of the corresponding scheme in force in Edinburgh. As a further step in the work of correlation, the Governors have resolved to discontinue the Evening Preliminary Courses in Mathematics, Engineering Drawing, and Building Construction, and in future the instruction in these subjects will begin at a stage suitable for students who have studied them in the Continuation Classes of the School Boards during two Winter Sessions.

The Governors have long felt that the full benefits of the College Library have not been available for students, partly because of the scattered buildings which the College has hitherto occupied, but more particularly because the services of a scientific librarian, competent to advise the students in their reading, have not been available. This reproach on the College organisation has been removed by the transfer of Mr. Peter Bennett from the Mathematical Department to the Library. Mr. Bennett has hitherto acted as Honorary Librarian, but in future he will be in regular attendance at the Library, and his long experience of the work of the College, and his varied scientific knowledge, will be available for the guidance of the students. The transfer of the books to the new buildings will offer an opportunity for their better arrangement on the shelves, and it is hoped that the Library will soon become a most important factor in the intellectual life of the College.

The principal change on the staff has been caused by the election of Professor W. H. Watkinson, M.Inst.C.E., to the Harrison Chair of Engineering in the University of Liverpool. Professor Watkinson has held the Chair of Prime Movers in this College since 1893, and his promotion to the important position he has been called upon to fill is a fitting sequel to his long service in this College.

Dr. A. L. Mellanby, Lecturer in the Manchester Municipal School of Technology, has been appointed to the vacant Professorship, and the Governors consider that his distinguished academic career in the Universities of Durham and Montreal, his wide experience in engineering gained in some of the most important marine engineering works on the East Coast, his high reputation as a teacher, and his record as an investigator, principally on the efficiency of multiple-expansion engines augur well for his success in his new position.

The Governors have been gratified by distinctions bestowed upon other members of the staff during the session. Professor G. A. Gibson, M.A., has been honoured by the University of Edinburgh, who conferred upon him the degree of LL.D. in recognition of his distinguished work in Mathematics; Mr. G. B. Neave, M.A., Senior Lecturer in Chemistry, has received the degree of D.Sc. from St. Andrews University, his thesis upon "Optically active monomethoxy—succinic acid from malic acid" embodying the results of researches carried out in the College Laboratories; and Mr. David Ellis, Ph.D., Lecturer in Botany and Bacteriology, has received the D.Sc. degree of London University, his theses being "Beiträge zur Kenntnis der Coccaceen und Spirillaceen;" "Untersuchungen über die Geisseln der Bakterien;" "On the discovery of cilia in the genus Bacterium."

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The number of students who obtained the Associateship of the College at the end of the session was 22. The final examinations were conducted by the Examining Committees appointed last session, each Committee consisting of a Governor, the Heads of the Departments in which the last year of the student's work had been done, and an Assessor external to the college, whose professional position gives public assurance of the satisfactory character of the examination. These Assessors were—In Civil Engineering, Mr. W. M. Alston, M.Inst.C.E., Engineer to the Clyde Trust; in Mechanical Engineering, Mr. Alex. Cleghorn, M.Inst.C.E., of the Fairfield Shipbuilding and Engineering Company, Ltd.; in Naval Architecture, Mr. W. J. Luke, M.I.N.A., of Messrs. John Brown and Co., Ltd.; in Electrical Engineering, Mr. Robt. Robertson, B.Sc., President of the Glasgow Section of the Institution of Electrical Engineers; in Mining, Mr. J. M. Ronaldson, H. M. Inspector of Mines; in Chemistry, Professor J. G. M'Kendrick, M.D., F.R.S.; and in Metallurgy, Mr. C. J. Ellis, F.I.C., of the Cassel Gold Extraction Company.

External Examiners for the final examinations for the certificates granted in the Trade Classes were appointed with the same object. These Examiners were—In Plumbing, Mr. Richard Hind, J.P., ex-Mayor of Stockton-on-Tees, Past Warden of the Worshipful Company of Plumbers; in Sheet Metal Work, Mr. Duncan Maitland, of the Caledonian Railway Company; in Boot-making, Mr. W. Richardson, of Messrs. Clark and Sons, Kilmarnock; in Boiler-making, Mr. John Irving, of Messrs. Denny and Co., Dumbarton; in Typography, Mr. Walter B. Blaikie, of Messrs. T. and A. Constable, Edinburgh; in Lithography, Mr. D. Cumming, of Messrs. M'Lagan and Cumming, Edinburgh; in Book-binding, Mr. Wm. Pender, Edinburgh.

The programme announced in the Calendar was duly carried out, and additional classes were formed in response to special applications from students who desired to attend. These included an advanced lecture and laboratory class in Botany, practical classes in Sheet-iron Work and Boot-making, and three special vacation classes for teachers. The last named were held in the month of July, and consisted of a general course in Elementary Physics, a course in Electricity and Magnetism, and a course in Chemistry: these classes were attended by 31 teachers, drawn from schools in widely-separated districts of Scotland.

The organisation of the Glasgow School of Architecture, under the Joint-Committee of this College and the School of Art, has been completed during the session, and the course of study for the Joint-Diploma and Joint-Certificate adjusted. Professor Bourdon has been appointed, on the recommendation of the Joint-Committee, to the position of Director of Architectural Studies, with the special duty of securing the co-ordination of the work of the two Institutions in relation to the curriculum in Architecture. The College Department of Architecture, under Professor Gourlay, has been re-organised to meet the requirements of the new curriculum, and additional classes have been arranged, including new courses on Masonry, Brick-work, and Quantity Surveying, and special lectures on Stereotomy.

The new Department of Printing and Allied Trades has become firmly established during the session, and the equipment is not excelled by that of any other British school. The Governors have been gratified by the interest shown in its operations by those connected with the trades, and their thanks were given to the following for special lectures given in the Department:—

Mr. J. Craig Annan—"The History and Methods of Art Illustration."

Mr. H. Bonham—"The 'Wharfedale' and Modern Printing Machinery."

Mr. E. Carver—"Process Work."

Mr. David C. Coghill—"Recent Labour-saving Appliances in Letterpress Printing."

Mr. David Cumming—"Colour in connection with Chromo Lithography."

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Mr. J. J. Maclehose, M.A.—"Books and their Production in the 15th Century."

Mr. J. G. Murray, A.R.S.E.—"Etching and Mezzotint Work."

Mr. Harry Pendlebury—"Mechanical Composition."

Mr. H. Sambrook—"The Point System."

Mr. Harry Smith—"The Two-Revolution Printing Machine—the Engineer—the Printer."

Mr. Peter Smith—"Electro-Metallurgy, &c., as applied to the Printing Trade."

Mr. John Taylor—"Half-Tone Blocks and Three-Colour Printing."

Mr. John Wylie—"Modern Display Work in Typography."

The proposals for the coming session include new lecture and drawing classes in Civil Engineering and Surveying, a class in Applied Optics specially intended for instrument makers, a full course in the department of Technical Chemistry on Oils and Fats, a higher course in Gas Engineering, a higher course in Metallurgy, a course in Trees and Timber intended mainly for teachers of woodwork, drawing classes and a preliminary course in Plumbing, and additional courses rendered necessary by the sub-division of classes in Mechanics and Prime Movers. The special Saturday classes for Miners, instituted last session, and arranged in three courses, attracted a large number of students, and as many of these had previously attended classes at country centres, to meet their requirements it has been found necessary to arrange at once for a fourth year's course of study.

The additional accommodation afforded by the new buildings has enabled the Governors to avail themselves of the endowment for the David Elder Lectures in Astronomy, provided by Mrs. John Elder, LL.D., and the series of lectures to be given during the session will be inaugurated by two lectures by Dr. H. H. Turner, Savilian Professor of Astronomy in the University of Oxford, on "The Every-day Sun" and "The Sun Eclipsed." These will be followed by a course of six elementary lectures by the Rev. E. Bruce Kirk, formerly Assistant to the late Professor Tait.

A silver medal was awarded to the College for an exhibit of the Product of Scientific Research carried on in the Chemical Laboratories, sent to the St. Louis Exhibition This was the only award made to a British College for an exhibit exclusively the work of students.

Enrolments in the Several Departments of the College.

Day Classes.

Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Mathematics.				
Course I. - - - - - -	107	120	11,862	11,862
Do. II. - - - - - -	40	95	3,192	3,192
Do. III. - - - - - -	27	120	3,032	3,032
Summer Session - - - - - -	28	50	1,097	1,684

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Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Natural Philosophy.				
General Course I.	103	120	8,020	8,020
Experimental Physics, Course II.	5	70	325	225
Thermodynamics	28	22	532	532
Practical Physics, Engineers	73	23	1,483	4,449
Medical Physics	4	61	197	197
Summer Session—				
Practical Physics—				
Course for Chemistry Students	13	39	463	1,389
Special Practical Courses for Teachers—				
Properties of Matter	16	15	239	1,193
Magnetism and Electricity	2	15	30	148
Chemistry.				
Inorganic Lectures, Course I.	101	120	10,437	10,437
Organic Lectures, Course I.	10	45	406	406
Laboratory, Engineers	72	23	1,412	4,236
„ General Course I.	35	126	2,414	8,022
„ „ II.	11	127	953	5,080
Summer Session—				
Inorganic Lectures, Course II.	18	45	722	722
Organic Lectures, Course II.	9	46	391	391
Physical Chemistry	1	42	42	42
Laboratory, General—				
Course I.	32	43	1,100	3,994
„ II.	10	48	379	1,859
Special Practical Course for Teachers	13	15	194	970
Technical Chemistry.				
Laboratory, General Course	8	126	191	818
„ Fuels and Oils	32	25	682	1,310
Summer Session—				
Laboratory	4	48	96	340
Metallurgy.				
Lectures, Course I.	4	46	166	166
„ „ II., Iron and Steel	8	68	477	477
„ „ „ Precious Metals	7	46	281	281
Laboratory	17	127	1,211	5,323
Summer Session—				
Lectures, Course II., Heavy Metals	7	43	292	292
Laboratory	14	49	499	2,273

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Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Mechanics.				
Lectures, Course I.	96	50	4,408	4,408
" " II.	42	70	2,540	2,540
" " III. (Dynamics of Machinery)	15	47	530	530
" " " (Strength of Materials)	28	50	1,247	1,247
Laboratory, Course I.	32	24	601	1,057
" " II.	8	24	174	522
Mechanics of Structures, Course I.	57	49	2,141	2,141
" " " II.	41	25	861	861
" " " III.	37	24	693	693
Structural Drawing, Course I.	5	121	402	1,206
Summer Session—				
Lectures	29	52	1,246	1,246
Engineering Drawing.				
General, Course I. (Engineers)	104	70	5,939	15,966
" " (Chemists)	15	25	297	891
" " II.	20	47	815	2,445
" " III.	6	23	138	552
Naval Architecture Drawing	2	48	96	384
Sanitary Engineering Drawing	1	22	20	53
Materials of Construction	31	23	617	663
Summer Session—				
Engineering Drawing	18	50	482	1,393
Civil Engineering.				
Railways and Roads	75	28	1,576	1,576
Water Supply and Sewerage	20	25	314	314
Prime Movers.				
Lectures, Course I.	43	49	1,894	1,894
" " II.	25	73	1,740	1,740
Laboratory, Course I.	19	47	824	2,472
" " II.	8	44	273	819
" Electrical Engineers	15	25	328	984
Electrical Engineering.				
Lectures, Course I.	45	50	1,939	1,939
" " II.	25	72	1,566	1,566
Laboratory, Course I.	25	117	1,232	3,650
" " II.	20	118	1,607	4,803
Special Courses	7	25	159	521

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Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student hours.
Mining and Geology.				
General Mining	7	48	306	306
Coal Mining	7	25	170	170
Geology and Mineralogy	17	49	745	745
Laboratory and Drawing	10	59	481	1,160
Summer Session—				
Mine Surveying	15	53	626	1,878
Practical Geology	6	53	216	432
Architecture.				
Preliminary	7	109	605	1,808
Lower Division, Stage I.	4	65	214	634
" " " II.	1	107	102	347
Upper " " III.	2	48	40	120
Course I.	3	25	58	116
" II.	3	50	82	246
Totals	1,855	4,216	93,161	153,200

Day Students giving whole time to College Work.

—	1st Year.	2nd Year.	3rd Year and over.	Total.
Diploma Course Students:—				
Civil Engineering	68	1	3	118
Mechanical Engineering		13	6	
Electrical Engineering		8	13	
Naval Architecture		—	2	
Mining		3	1	
Chemistry	15	4	2	22
Metallurgy		—	1	
Architecture	5	—	—	5
				145
Other Engineering Students:—				
Candidates for admission to Royal Navy, etc.	17	22	2	41
Additional during Summer Session only	10	—	—	10
Other Mining Students:—	3	1	1	5
Other Chemistry Students:—				
Candidates for Institute of Chemistry Examinations, Research Students, &c.	2	3	7	12
Additional during Summer Session only	2	—	—	2
Other Metallurgy Students:—	4	4	1	9
Research Student in Botany:—				1
				80
Total	—	—	—	225

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DEPARTMENTS AND CLASSES.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours
Mathematics.				
Preliminary	114	50	4,685	7,027
Course I.	206	50	8,501	12,716
„ II.	95	49	3,624	4,530
„ III.	21	49	756	1,134
Natural Philosophy.				
Dynamics—				
Course I.	33	24	599	1,198
„ II.	23	24	399	798
Sound, Light, and Heat—				
Lectures, Course I.	45	25	946	1,182
„ „ II.	22	25	443	664
„ „ III.	7	25	90	135
Magnetism and Electricity—				
Course I.	129	25	2,392	2,990
„ II.	37	25	694	867
Sound, Light, and Heat				
Laboratory, Course I.	32	24	606	912
„ „ II.	20	24	362	543
„ „ III.	5	24	60	90
Magnetism and Electricity—				
Laboratory, Course I.	101	24	1,666	2,498
„ „ II.	25	24	427	640
Practical Physics—				
Course I.	31	25	674	2,022
„ II.	12	25	242	726
Chemistry.				
Inorganic—				
Lectures, Course I.	105	49	3,439	3,439
„ „ II.	32	46	1,045	1,045
Organic—				
Lectures, Course I.	21	46	762	762
„ „ II.	12	25	193	193
Inorganic—				
Laboratory, Course I.	60	49	1,928	3,856
„ „ II.	22	47	838	1,676
„ „ III.	7	49	250	750
„ „ IV.	6	49	238	714
„ Special Courses	10	73	234	702
Organic—				
Laboratory, Course I.	19	48	760	1,520
„ „ II.	9	49	309	812
Technical Chemistry.				
Lectures, Fuels	30	25	442	442
„ Oils and Fats	24	10	191	191
„ Drying and Distillation	20	8	152	152
„ Gas Manufacture	52	25	841	841
Laboratory, Fuels, Oils and Fats	25	25	772	2,066
Metallurgy.				
Lectures, General Course I.	17	25	330	330
„ „ „ II.	12	24	258	258
„ Iron and Steel, Course I.	29	25	503	503
„ „ „ „ II.	14	24	262	262

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Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Metallurgy—cont.				
Lectures, the Foundry	57	25	1,056	1,056
Laboratory, General Course I.	10	75	183	549
„ „ „ II.	8	50	170	510
„ Iron and Steel, Course I.	10	75	326	978
„ „ „ „ II.	2	50	44	132
„ Special Courses	9	74	272	816
Mechanics.				
Lectures, Course I.	383	25	7,384	14,768
„ „ II.	110	24	2,049	4,098
„ III.—				
Strength of Materials	24	25	386	579
Dynamics of Machinery	14	25	248	372
Hydraulics	15	24	279	418
Structural Drawing and Design	20	49	651	1,953
Laboratory	14	24	234	702
Engineering Drawing.				
Preliminary	111	50	4,533	9,066
Course I.	64	49	2,656	4,637
„ II.	14	25	209	418
Design	12	25	228	342
Calculus	98	25	1,538	3,076
Naval Architecture Drawing	7	49	287	574
Prime Movers.				
Lectures, Course I.	217	25	4,037	8,074
„ „ II.	86	25	1,598	3,196
„ „ III.	15	24	288	288
Laboratory	72	25	1,276	2,552
Marine Engine Design	65	25	1,030	2,060
Special Courses—				
Engines for Power Stations	60	4	*200	*300
Turbines	331	5	*1,500	*2,250
Locomotive Design	96	4	*360	*540
Electrical Engineering.				
Lectures, Course I.	220	25	4,260	4,260
„ „ II.	160	2	2,822	2,822
„ „ III.	69	49	2,212	2,212
Laboratory, Course I.	72	25	1,324	2,648
„ „ II.	26	25	506	1,012
Telegraphy and Telephony, Course I.	94	25	1,889	1,889
Telegraphy, Course II.	15	24	242	242
Telephony, Course II.	25	23	408	408
Special Courses—				
Instrument Making	22	12	245	490
Electric Wiring and Fittings	135	12	1,134	1,134
Alternating Current Motor Design	63	10	488	488
Mining and Geology				
Coal Mining	35	25	712	1,424
General Mining	7	25	130	130
Mining Engineering	19	25	374	556
Geology, Course I.	53	24	762	762
„ „ II.	23	24	303	454

* Estimated.

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Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Mining and Geology—cont.				
Special Saturday Classes for Miners—				
Mining, Course I.	47	25	918	918
" " II.	30	25	596	596
" " III.	36	25	592	592
Mining Drawing	52	24	700	1,167
Mathematics, Course I.	47	24	844	844
" " II.	27	24	442	442
General Science	22	24	349	582
Applied Mechanics and Steam	38	24	404	404
Electricity applied to Mining	45	25	810	810
Mine Surveying	47	35	497	880
Naval Architecture.				
Course, I.	37	25	807	807
" II.	48	25	1,005	1,005
" III.	43	26	911	911
Architecture and the Building Trades.				
†Architecture, Preliminary	5	40	76	190
†Course I.	28	42	609	627
† " II.	1	22	21	21
† " III.	8	21	119	298
Preliminary	99	49	3,706	9,265
Course I.	53	25	1,059	2,647
" II.	87	25	1,795	4,487
" III.	22	24	405	1,012
" IV.	77	25	1,432	3,580
Course V., Section I.	17	47	546	1,365
" " " II.	24	25	414	414
Course VI.	6	25	140	350
Carpentry and Joinery	55	25	1,015	2,537
Brickwork and Masonry	23	25	397	992
Decoration	27	128	672	1,344
Sign Writing	81	103	2,847	5,694
Graining	50	51	1,571	3,142
Furniture Design	49	77	2,221	4,442
Modelling	12	51	453	906
Ornamental Metal Work	4	52	164	328
Wood Carving	10	51	412	824
Practical Wood Work	13	52	485	970
Domestic Sanitary Engineering.	104	25	2,096	2,178
Botany and Bacteriology.				
Botany—				
Lectures, Course I.	28	24	481	481
" " II.	13	25	231	231
Laboratory, Course I.	13	48	438	876
" " II.	13	49	376	776
Summer Session, { Lectures	116	20	* 1,740	* 1,740
Summer Session, { Laboratory	14	17	202	404
Bacteriology.				
Lectures, Course I.	18	25	361	361
Laboratory, Course I.	18	25	365	730
" " II.	9	25	147	441

† Courses for Students of the Glasgow School of Architecture.
* Estimated.

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Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Zoology.				
Lectures, Course I.	15	24	263	263
" " II.	4	24	91	91
Laboratory, Course I.	14	24	221	442
" " II.	4	24	91	182
Physiology.	38	24	636	1,272
Hygiene.				
Lectures	14	24	249	249
Laboratory	12	23	211	422
Plumbing.				
Lectures, Course I.	90	25	1,768	3,536
" " II.	65	25	1,161	2,322
" " III.	39	25	782	1,564
Practical, " I.	63	25	1,307	2,614
" " II.	29	25	590	1,180
" " III.	23	25	438	876
Country Centres—				
Kilmarnock—Lectures	32	25	590	1,180
" Practical	11	23	178	356
Coatbridge—Lectures	26	28	452	904
" Practical	24	28	420	840
Motherwell—Lectures	8	28	234	468
" Practical	8	25	230	460
Sheet Metal Work.				
Lectures, Course I.	47	24	774	1,548
" " II.	23	25	410	820
Practical " I.	26	22	378	756
" " II.	8	22	142	284
Practical Sheet Iron Work	9	17	128	256
Boilermaking.				
Course, I.	76	50	2,845	4,267
" II.	32	50	1,234	1,851
Bootmaking.				
Course I.	17	26	362	724
" II.	13	26	273	546
Special Course for Shopmen	33	18	428	856
Printing and Allied Trades.				
Typography, Lectures	169	25	*2,069	*2,586
" Machine	15	80	649	1,298
" Case	21	77	911	1,822
Lithography, Lectures	36	24	462	577
" Practical	24	103	836	1,672
Bookbinding	16	77	911	1,822
Music.				
"Euing" Lectures	39	25	695	695
Harmony, I.	26	25	468	468
" II.	9	25	172	172
Rudiments	19	50	694	694
Counterpoint	3	25	54	54
Totals	7,242	5,433	152,426	253,021

* Estimated.

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Associateship of the College (A.G.T.C.)

Chemistry	Two Students.
Civil Engineering	Three Students.
Electrical Engineering	Ten Students.
Mechanical Engineering	Five Students.
Metallurgy	One Student.
Mining	One Student.
Naval Architecture	Two Students.

Course Certificate of the College.

Architecture	One Student.
Building Construction	One Student.
Chemistry	Two Students.
Civil Engineering	Four Students.
Coal Mining	One Student.
Electrical Engineering	Six Students.
Mechanical Engineering	Four Students.
Metallurgy	One Student.
Natural Science	One Student.
Naval Architecture	One Student.
College Certificate in Assaying	One Student.

Occupations of Evening Students.

Men.

Mechanical Engineers and Draughtsmen and Structural Draughtsmen	1,473	
Boilermakers, Riveters, Platers, Shipwrights, and Ship Carpenters	108	
Blacksmiths, Brassfounders and Finishers, Foundry Foremen, Moulders, and Steel Workers	59	
Tin and Copper Smiths and Sheet Metal Workers	78	
Civil and Mining Engineers and the Mining Industries	306	
Electrical Engineers and Draughtsmen, Opticians, and Instrument makers	285	
Telegraphists, Telephonists, and Telegraph and Telephone Mechanics	150	
Clerks, Travellers, and Civil Servants	263	
Teachers	139	
Architects, Measurers, and the Building Trades	813	
Sanitary Inspectors	11	
Chemists, Metallurgists, Gas Manufacturers, Druggists, Drysalters, Calico Printers, Colour Makers, and Curriers	158	
Printing and Allied Trades	220	
Cabinetmaking and the Furnishing Trades	56	
Bootmaking Trades	49	
Warehousemen and Salesmen	20	
Gardeners	11	
Other Trades	93	
No occupation or occupation not stated	102	
		4,394

Women.

Teachers	34	
Telegraphists, Clerks, Dressmakers	13	
Chemists, Druggists, Sanitary Inspectors, &c.	16	
No occupation or occupation not stated	33	
		96
Total		4,490

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Districts from which Students of the College were Drawn.

	Day Students.	Evening Students.
Glasgow and Suburbs	272	3,209
Other portions of Lanarkshire	50	482
Renfrewshire	39	357
Dumbartonshire	22	240
Stirlingshire	14	59
Ayrshire	31	104
Other Scottish Counties	76	39
England and Wales	7	...
Ireland	4	...
India, South Africa, Jamaica, British Guiana, Russia, Japan Spain, and Greece	15	...
Totals	530	4,490

Ages of Students.

	Day Students.	Evening Students.
15	1	10
16	11	93
17	36	183
18	52	260
19	56	381
20	71	395
21	62	466
22	41	434
23	48	352
24	31	284
25	29	225
26	18	207
27	11	180
28	17	134
29	10	131
30	6	112
31—40	19	458
41—60	9	138
Not stated (Adults)	2	47
Totals	530	4,490

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VII.—Glasgow Athenæum Commercial College.

The College has completed its second Session since its recognition as a Special Institution under the Scotch Education Department, and the Council is pleased to be able to report that a large amount of effective work has been accomplished. The total number of enrolments in the various classes was 1,641, and the number of individual students 1,124. The number of the enrolments in each section is given at the end of the Report.

The staff of the College remains as last Session, except that Señor Urbano Vic y Ballartas is now in charge of the Spanish Classes, while the Lectureship on English Literature has been entrusted to Mr. George Eyre-Todd, and that on Mercantile Law to Mr. John Grant, B.L.

At the request of the Council, Monsieur Charles A. Martin, Lecturer on French in the Glasgow University, delivered a most interesting lecture, in French, to the students, the subject being "L'Art du Langage en France." The lecture was highly appreciated, and the Council has pleasure in recording its hearty thanks to M. Martin. Arrangements have been made for the delivery of three lectures during the current Session, namely, by Dr. Fernando Agnoletti on "The Literature of Sport in the Italian Renaissance"; by Monsieur Robert-Tissot on "Les Salons d'autrefois" (in French); and by Herr A. Oswald on "Pflege der Handelswissenschaften in Deutschland" (in German).

The students' work for the past session was duly tested in accordance with the regulations, and there were awarded, with the authority of the Scotch Education Department, 315 Certificates, viz., 139 First Class and 176 Second Class. A considerable number of Prizes were also awarded.

Travelling Scholarships.

The two Travelling Scholarships of £50 each for proficiency in French, German, Spanish, or Italian, will be awarded at the close of the present Session for the first time, and it is anticipated that there will be a keen competition for these awards.

These Scholarships are given in conjunction with the Scotch Education Department, which defrays one-half of the cost. The Council is certain that the foundation of these Scholarships will greatly encourage the study of Modern Languages, and makes an urgent appeal to those interested in Commercial Education to establish additional Scholarships, which can be done, for one year, by a contribution of £25, as the Scotch Education Department will contribute an equal amount.

Teachers' Classes.

The Teachers Classes in Modern Languages (under Article 91 D of the Code) have been well attended, and as the result of the examinations, written and oral, held by the Scotch Education Department, 9 Athenæum candidates have been recognised by the Department as qualified teachers of French, and the same number as qualified to teach German.

Under the minute of the Committee of Council on Education in Scotland dated 30th January, 1905, providing for the establishment of committees for the training of teachers, the Athenæum Commercial College elects one representative to the Glasgow Committee, and the Council has appointed its chairman, Mr. William Jacks, LL.D., to represent the College.

The Council desires to express its hearty thanks to the Corporation of Glasgow, to the Bellahouston Trustees, and the Burgh Committee on Secondary Education, for the Grants they have respectively given towards the maintenance of the College.

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Subject.	No. of Students Enrolled.	No. of Meetings of Class.	Aggregate No. of Hours of Attendance.
Latin—Junior	10	60	380
„ Senior	15	60	737
Greek	4	60	177
French—Initiatory	59	62	2,498
„ „ (Ladies)	5	62	230
„ Intermediate	68	62	2,622
„ „ (Conversation)	50	30	970
„ „ (Ladies)	16	63	811
„ Advanced	47	62	2,099
„ „ (Conversation)	38	60	1,199
„ „ (Socy. of Arts)	21	29	436
„ „ (Ladies)	10	63	497
„ „ („ Conv.)	9	32	189
„ Teachers (91 D.)	26	37	1,765
German—Initiatory	35	62	1,425
„ „ (Ladies)	8	62	372
„ Intermediate	55	62	2,162
„ „ (Conversation)	52	31	893
„ „ (Ladies)	6	62	305
„ Advanced	23	62	948
„ „ (Conversation)	23	31	409
„ „ (Socy. of Arts)	12	29	226
„ „ (Ladies)	12	62	502
„ Teachers (91 D.)	12	36	690
Italian—Initiatory	4	43	97
„ Advanced	4	44	122
Portuguese—Initiatory	3	45	76
Spanish—Initiatory	22	61	752
„ Advanced	10	61	459
English—Junior	31	61	1,329
„ „ (Ladies)	25	61	1,164
„ Advanced	11	61	500
„ „ (Ladies)	8	62	391
Arithmetic—Intermediate	20	62	932
„ Advanced	19	62	785
Mathematics—Junior	21	62	882
„ Senior	26	31	1,094
Shorthand—Initiatory	103	62	3,750
„ Intermediate	74	62	3,093
„ Advanced	68	62	3,041
„ Junior Reporting	40	62	1,787
„ Senior „	17	60	700
„ Private Classes-Day	39	155	3,079
„ „ „ Evening	28	92	767
Type-Writing—Day	38	155	1,805
„ Evening	25	92	614
Writing	7	59	331
„ (Ladies)	10	60	409
Book-Keeping—Junior	70	62	3,280
„ Advanced	51	61	2,604
„ (Ladies)	5	60	205
English Literature	35	20	507
Political Economy	39	20	515
Mercantile Law	55	20	814
Business Methods	117	21	1,970
Totals	1,641	3,142	60,396

Number of Individual Students, 1,124.

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VIII.—Glasgow School of Art.

The Sixty-Third Annual Report of the Governors of the Glasgow School of Art is that for the Session ending August 31st, 1905.

The work and organisation of the School is steadily developing on the lines as reported in the Annual Report, 1903–4, and the Governors are satisfied that most of the departments of work are in a sound condition, and that the School is satisfactorily meeting all the demands that are being made upon it as a Central Institution for Higher Art Education.

The Governors desire to acknowledge the continued interest taken in the School by the Town Council. This is shown by their continuance of their Annual Grant, and also the valuable assistance rendered by their Representatives on the Board of Governors.

The arrangement recently made with the Weaving College, as described in this Report, should be of service to bring the design classes of the School into still closer contact with the Art manufactures of the City, and to increase the usefulness of the Design Department. This co-operation further serves to indicate the growing appreciation of the work of the School by the manufacturers in the City and District.

The surrounding Counties and Burghs, which are intended to act as feeders to the advanced Art Instruction given in the School, are working in co-ordination, and Students are sent into the School from the Counties comprising the Western Division, as well as from certain outside Counties, and from the Highlands. To further complete this scheme, Teachers are being sent from the School to take charge of Art Classes in some of the towns of the neighbourhood, and in one instance a County Authority is sending the best of its students, prepared in such Art Classes, to the School of Art.

In February last a deputation consisting of Mr. James Fleming, Chairman of Governors; Mr. W. Forrest Salmon, F.R.I.B.A., Vice-Chairman, and Mr. John Keppie, F.R.I.B.A, P.I.A., Governor, with Mr. Fra. H. Newbery, Director and Head Master, visited the undernoted Schools, Guilds of Handicraft and Decorative Art Workers, to report upon the nature and character of the work done, with special reference to the Arts of Enamelling and Gold and Silversmithing. Visits were made as follows and the Artists whose names are mentioned were interviewed.

Bromsgrove - -	Bromsgrove Art Workers' Guild. Manager, Mr. Walter Gilbert.
Birmingham - - (Secretary, Mr. E. Preston Hytch).	Central Municipal School of Art. Head Master, Mr. Catterson Smith.
Birmingham - -	School for Goldsmiths and Jewellers, Vittoria Street. Head Master, Mr. Arthur J. Gaskin.
Chipping Camden -	The Guild of Handicraft. Warden, Mr. C. R. Ashbee.
London - - -	Mr. Nelson Dawson, Painter, Enamellist and Worker in Iron and the Precious Metals.
" - - -	Mr. Harry Wilson, Painter, Enamellist and Worker in Gold and Silver.
" - - -	Mr. Alexander Fisher, Decorative Artist, Enamellist and Worker in Gold and Silver.

As a result of a recommendation made by the Deputation, Mr. Arthur J. Gaskin was asked to visit the School, to make report upon the present state of the Enamelling Class, and advise as to the best means to be taken

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to develop the instruction. Mr. Gaskin reports favourably on the studies that he saw being executed. Further he has sent a programme of work which the Students are now following, and he is to visit the School again this Session. The Governors are hopeful of establishing in Glasgow a demand for Enamel work, both in the trade and among Art lovers.

At the desire of the Weaving College, a conference between the authorities of that College and the Governors of the School was called in September last, to consider the question of establishing classes in connection with the School to meet the needs of Buyers, Warehousemen, and such Commercial men as are engaged in the handling of artistic textile goods. The Conference decided to recommend that such classes be commenced, and the Governors of the School have organised a class for drawing and a class for the study of colour. These classes are held weekly, and will be supplemented later by lectures on the "History and Development of Textile Art."

The Governors have felt for some years past that, seeing that the technical side of the work of the School was in an efficient state, attention should be given to the treatment of the "History and Evolution of Art," a knowledge of which is necessary to complete the education of the Art Student. Lack of funds has up to now delayed the putting of this desire into operation, but the Governors are glad to announce that arrangements have been completed for a course of lectures on the above subject, to be given by Mr. Georges Baltus, Artist and Writer on Art. Mr. Baltus has been strongly recommended by M. Van der Stappen, the eminent Belgian Sculptor, and Baron Van Overloop, Curator of the Royal Museums in Brussels. The lectures are to be given in January next, and particulars are to be announced. The public will be admitted.

It will be remembered that last session a co-ordination of the Architectural Classes held in the School of Art and in the Technical College was made, and a joint School was formed, called "The Glasgow School of Architecture." This has been placed under the direction of Professor Eugene Bourdon, B.A., A.D.F.G., who acts with Professor MacGibbon, A.R.I.B.A., in the School of Art, and with Professor Gourlay, B.Sc., A.R.I.B.A., in the Technical College. A separate and special Calendar of the School is published, and a joint scheme has been drawn up whereby Architectural Students attend classes in both the School of Art and the Technical College. The arrangement is working satisfactorily.

The scheme of instruction to be followed in the Continuation Classes, as agreed upon between the Glasgow School Board and the Governors of the School, is found to be of great benefit in inducing Students to continue their studies in the School of Art. As a result of the visits made last March to the Continuation Classes of the Glasgow School Board by Mr. J. Vaughan, Director of Art, Glasgow School Board, Mr. J. Grigor, Art Inspector, and the Head Master, Mr. Newbery, acting as co-Judges, 28 Students were passed on to the School.

Classes for the instruction of Masters and Mistresses of Public Schools (Article 91 (d) Classes) were again held on Saturdays and on Thursday evenings. The enrolments in these Classes during the Session were 608. These Teachers are drawn from all the neighbouring Counties and Burghs and from Glasgow. The course of study is divided into three stages, and Students who pass all the three stages, and who give proofs of their ability to teach drawing, receive a diploma entitled "The Public School Teacher's Drawing Diploma." The diploma is granted by the Governors of the School upon the authorisation of the Scotch Education Department. The School Board of Glasgow train Teachers in the 1st and 2nd Courses, but send them to take the 3rd Course in the School of Art. 345, 91 (d) Certificates were granted in 1st, 2nd, and 3rd Courses. At a meeting held at the School in March last, Mr. James Fleming, Chairman of Governors, in the chair, Mr. A. R. Andrew, H.M. Chief Inspector of the Western Division, distributed the Public School Teacher's Drawing Diplomas, gained during Session 1903-4. 28 Diplomas were awarded, and it is interesting to state that 19 of these Diploma Students returned to attend a

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fourth year's course at the School. The Diplomas of such Teacher Students have been endorsed by the Scotch Education Department for a further satisfactory Course in Colour and Composition. 70 Students have been awarded Diplomas this Session.

The following Report on these Classes was made by Mr. Frank W. Young, H.M. Art and Science Inspector for the Western Division :—

"The Session recently terminated has been in every respect a most successful one.

"The organisation and arrangements for these Classes have been gradually perfected with each year's experience of the work. On Saturday mornings during the past winter no more interesting sight could have been found in Glasgow than that to be seen within the class rooms of the School of Art, where about 400 Teachers were gathered together, under competent Instructors, seeking to improve their skill in Drawing and their acquaintance with Art. A spirit of earnestness pervaded the School from week to week, and the work of the Students, which was inspected at the end of the Session, gave abundant evidence of industry and steady progress, creditable alike to the Teacher-Students and to Mr. Newbery and his capable Staff. In all, 410 Teachers were enrolled in the different stages of the Art Course. Of these 169 came up under the scheme of the Lanark County Council, 71 entered for a third or a fourth year's Course, after having passed through the 91 (d) Courses of the Glasgow School Board, while the remaining 170 were Students in classes promoted independently by the Governors of the School of Art.

"The institution by the School of Art authorities of an Elementary School Teachers' Diploma, awarded at the close of a three years' course of successful work, has been a great incentive to prolonged study on the part of Teachers. This year 156 Candidates submitted work for inspection, and no fewer than 70 of these satisfied the Examiners, both as to their skill in Drawing and their ability to teach the subject.

"Apart from certificate work, we have had most pleasing evidence of the interest in the study of Art, which has been aroused by those Classes. During the past Session 19 out of 28 Teachers who gained the Diploma last year continued their studies in the School of Art.

"Mr. Newbery reports that the attendance and progress of those Post-Diploma Students have been in every way most satisfactory and gratifying. It should also be mentioned that several of the Lady Teachers, in addition to their ordinary lessons in Drawing, occupied themselves with Art Embroidery work under the skilful guidance of Miss H. Paxton Brown. Some very charming work has been the result of this praiseworthy development."

By request of the Scotch Education Department, Mr. Pittendrigh Macgillivray, R.S.A., Sculptor, visited the School in November, 1904. A copy of his report, as submitted to my Lords, was sent to the School. Some suggestions as to improvements in the Modelling Department are now receiving consideration.

The enrolments of the Session are as follows :—

Day Classes - - - -	230	
Evening Classes - - -	350	
		580
Saturday (Article 91 (d) Classes)	608	

(Further particulars will be found at the end of the Report.)

One of the conditions under which the School was made a Central Institution is, that all Students desiring admission to the School must show proofs of ability in drawing of a standard at least equal to that demanded for the Leaving Certificate (Drawing) or pass an entrance test. The Governors are gradually raising the standard for admission.

19 Students received appointments during the year as Teachers, Designers, &c.

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In pursuance of the powers as authorised by the Scotch Education Department, the Governors appointed Messrs. W. Forrest Salmon, F.R.I.B.A., Architect Governor, John Henderson, Painter Governor, with Jean Delville, Life Professor, and Fra. H. Newbery, Director and Head Master, to act as Judges for the Diploma for Drawing and Painting (*page 44 of Prospectus*), and they further nominated Mr. E. A. Walton, R.S.A., to act as Assessor, on behalf of the Scotch Education Department. Mr. Walton's nomination was approved of by the Department. 18 Candidates submitted works in support of their application, and of these, the works of four were provisionally accepted, and these Students were asked to submit the further work of a Composition of Figures necessary under the conditions for the Diploma.

The Haldane Travelling Scholarship of the value of £50 was for the 19th year in succession taken by a Student of the School. Three Candidates submitted works, 2 Painting Students and 1 Architect.

The Judges appointed by the Haldane Trustees were Messrs. Alex. Roche, R.S.A., Painter, and Wm. Leiper, R.S.A., Architect. The work submitted by the painting candidates for the Scholarship was considered of "an exceptionally high standard," and the difference between the work of the winner and that of the second candidate (also a Student of the School) was so slight that Mr. Roche personally gave a second Scholarship of £50. The Governors desire to thank Mr. Roche very heartily, both for his generous gift and for his encouragement thus given to the advanced work of the School. Both Students spent the period of the Scholarship in Italy.

The Haldane Trustees offered two Bursaries of £15 each to the day classes, and further awarded a supplementary prize of £10. These Bursaries are for Artizan Students of Evening Classes to whom daylight study of form and colour is indispensable.

100 Entrance Bursaries tenable in the Evening Classes were also awarded by the Haldane Trust.

The Examiners appointed by the Haldane Trustees to judge the work for these Bursaries were Messrs. John Henderson, Painter, and Alex. N. Paterson, M.A., A.R.I.B.A., Architect, Haldane Trustees.

The Governors authorised by the Scotch Education Department awarded six maintenance Scholarships of the value of £20 each, with free instruction, and seven local Bursaries of the value of £10 each, and one of £5.

Ten Junior and ten Senior Art Bursaries are offered annually by the Governors of the Glasgow Educational Endowments Board, and of these the ten Senior Bursaries are tenable in the School of Art only. They are granted to encourage Students from the Continuation Classes to pass on to the School. The competition was so keen, and the results so good, that it was decided by the Board to increase the number of the Senior Bursaries to 15.

The Glasgow Highland Society have sent seven Students to the School. Three come from remote Highland districts, and each of these has been granted a Bursary of the value of £30, with assisted fees. The four remaining Students have their fees paid.

Five Students attended last year in terms of the Buchanan Bequest.

Seven Students were admitted under the conditions of the Marshall Trust.

Three Students were entered under the terms of Hutchesons' Trust, whereby the School of Art accepts 25 free Students from scholars of the Hutchesons' Schools.

One Student was sent by a Subscriber.

Five day Studentships of the value of £10 each, 17 day assisted Studentships, and 30 evening Studentships of fee value were awarded by the Governors. These were awarded to Students of the Upper Division of the School.

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The Glasgow Institute of Architects' Prizes of £3 3s. and £2 2s. for Architecture.

Four Modelling Prizes for Composition—given by the Governors.

Prizes for Painting—Two offered by Winsor & Newton, Ltd., and two by Charles Roberson & Co.

Prize of £2 2s., offered by Professor Eugéne Bourdon, to Architect Students.

Prize of £2 2s., offered by Professor Giraldon to Design Students.

The Judges appointed by the Governors to award the various Scholarships and Bursaries were as follows :—

In Drawing and Painting.—Messrs. Alex. Roche, R.S.A.; William Leiper, R.S.A. ; William Kennedy ; William Forrest Salmon, F.R.I.B.A.; with the Head Master.

In Architecture—Messrs. John James Burnett, A.R.S.A, F.R.I.B.A. ; T. L. Watson, F.R.I.B.A. ; R. S. Lorimer, A.R.S.A. ; Alex. N. Paterson, M.A., A.R.I.B.A. ; Thos. Baird, Jr., I.A. ; with Professor C. Gourlay, B.Sc., A.R.I.B.A. ; Professor Alex. M'Gibbon, A.R.I.B.A., with Professor E. Bourdon, B.A.A.D.F.

In Modelling—Messrs. W. Forrest Salmon, F.R.I.B.A. ; and John Keppie, F.R.I.B.A.

In Design—Messrs. Nicol Paton Brown, Manufacturer ; John Keppie, F.R.I.B.A., Architect, with the Head Master and Professor A. Giraldon.

The Governors desire to tender hearty thanks to these gentlemen for their kind services.

They desire to express their obligations to the Parks' and Galleries' Trust for the loan and gift of Plants, Flowers, and other objects of Study, and for access to the Botanic Gardens and Art Galleries.

They also beg to thank Mr. James Paton, Superintendent of the Galleries and Museums ; Mr. Whitton, Superintendent of the Parks ; Mr. Thomas Rennie, Curator of the Kelvingrove Art Gallery, and the other Curators for their assistance and courtesy.

Their best thanks are due to the Chairman and Council of the Royal Glasgow Institute of the Fine Arts for facilities kindly granted during the School and School Club Exhibition.

Thanks are further given to the Donors of Books to the School Library.

The Financial Arrangements for the Maintenance of the School were similar to those of the previous year, viz. :—

"The Scotch Education Department give a grant not exceeding one-half "of the approved nett expenditure on the maintenance of the School after "the deduction of the income from fees. To obtain this grant, it is "necessary that there should be an annual contribution to the funds of the "School from sources other than the grant (but exclusive of income from "fees) of a sum equal to the said grant."

The Department Grant amounted to £2,260 6s. 8d.

The Income of the School from Local Sources included a sum of £1,700 from the Corporation (being the Sum allocated from Customs and Excise Residue Grant, 1904). For all the sums received the Governors are very grateful, and desire especially to thank the Corporation for their generous acknowledgment of the work of the School.

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As stated in last year's report, the School was specially asked to send an exhibit to the St. Louis Exhibition. In a "Comparative Sketch of American Education as shown in St. Louis Exhibition of 1904," a book by Mr. John Clark, M.A., Lecturer on Education in the University of Glasgow, and published by the authority of the School Board of Glasgow, under the heading—"Special Education in the Fine Arts," the writer says (page 59):

"It may be of more than passing interest to state that the descriptive "articles of the Exhibition are unanimous in saying that the work of the "Glasgow School of Art is unsurpassed, and that the general excellence of "Great Britain in the teaching of Art—especially of industrial Art—can "hardly be called in question."

By introductions obtained from the Foreign Office through the kind action of the Scotch Education Department, the Head Master visited, in June last, some of the Academies and the chief Schools of Arts and Crafts in Germany and Austria. Mr. Newbery is preparing a report of his visit for presentation to the Governors. The Governors wish to convey their thanks to the Scotch Education Department and to the various authorities of Schools visited for the facilities so freely afforded to their Head Master.

The Governors thank the Head Master and the Staff of Professors and Instructors for their faithful services in all that concerns the work and welfare of the School. They also cordially recognise the co-operation and loyalty of the Students.

The Glasgow School of Art Club under the direction of the Head Master, held its Annual Exhibition of the Studies of Members (past and present Students), done during the Summer vacation, in the Royal Glasgow Institute of Fine Arts, from 1st to 11th November, 1905, and the School also conjointly exhibited work done for Bursaries and Scholarships.

Mr. Thomas J. Clapperton, a former student of Modelling in the School, has this year gained the Royal Academy Gold Medal and £200 Travelling Scholarship for Sculpture.

In conclusion, the Governors are confident that the high standard of the School is being maintained, and they feel that its work is an integral and vital part of the Art Education of the country.

Enrolments.

(*a*) *Ordinary Students.*

Maintenance Scholars	6	
Governors' Day Class Bursars	21	
Governors' Evening Class Bursars	30	
Haldane Day Bursars	3	
Haldane Evening Bursars	100	
Educational Endowment Bursars	14	
Buchanan Trust Bursars	5	
Dunfermline Carnegie Trust Bursars	2	
Lanark County Council Bursars	4	
Ayr County Council Bursars	4	
Subscribers' Bursar	1	
Highland Society Student	1	
Hutchesons' Hospital Students	3	
Marshall Trust Scholars	7	
Day and Evening Students	379	
		580
(*b*) *Article 91(d) Teachers' Classes*		425
(*c*) *Pupil Teachers' Class*		40
(*d*) *Numbers at Recognised Centres*:		
Lanark	63	
Lesmahagow	80	
		143
		1,188

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TOWNS AND DISTRICTS FROM WHICH THE STUDENTS OF THE GLASGOW SCHOOL OF ART ARE DRAWN.

Glasgow	378
Partick	32
Govan	25
Rutherglen	26
Other Parts of Lanarkshire	436
Dumbartonshire	73
Renfrewshire	106
Ayrshire	34
Argyllshire	6
Stirlingshire	32
Other Scottish Counties	25
England	9
Ireland	2
Belgium, Transvaal, United States, New Zealand	4
	1,188

OCCUPATIONS AND NUMBERS OF ORDINARY STUDENTS.

Teachers	58	
Designers, Draughtsmen, Lithographic Artists	205	
Architectural	106	
Glass Stainers, Enamellists, &c.	34	
House Painters, China Painters, Coach Painters, &c.	21	
Stone Carvers, Wood Carvers, Gilders, Modellers, Plasterers	30	
Cabinetmakers and Joiners	18	
Engravers, Silver Chasers, Bookbinders, &c.	18	
Accountants, Clerks, House Factors	11	
Measurers	6	
Blacksmiths, Engineers, Gasfitters, &c.	9	
Shopkeepers and Warehousemen	10	
Other Students	54	
Total Number of Ordinary Students		580
Teachers' 91(d) Classes		608
Total Number of Students		1,188

IX.—LEITH NAUTICAL COLLEGE.

REPORT 1ST AUGUST, 1904 TO 31ST JULY, 1905.

(BY THE HEAD MASTER.)

Number of Persons in Attendance :—

Day Classes :—

For Navigation	117
,, Nautical Astronomy	117
,, Mathematics, underlying the above	111
,, Physics of the sea	68
,, Mercantile Law and Practice	18
,, Electricity on board ship	18
,, Ship Surgery, Medicine, Hygiene	97

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Evening Classes :—	
Tutorials for Navigation	106
Naval Architecture	15
Design of Marine Motors	23
Ship Surgery, Medicine, and Hygiene	20
Electricity on Board Ship	15
Attended course of 3 public popular lectures on Ship Electricity	120
Number of individuals who attended Day Classes, many of whom also attended in evening ; exclusive of the 73 below	214
Number of individuals who attended Evening Classes only	73
Passed Local Marine Examinations :—	
Extra Masters	1
Ordinary Masters	17
First Mates	25
Second Mates	25
Masters, Home Trade Passenger Ships	3
Mates do. do.	3
Total	74

Scarcely so many persons attended the short Practical Course of Ship Electricity as I expected. For next year I have at this time made some suggestions to broaden the area of persons connected with the sea or going to sea, to whom this course will be useful.

My one absolute disappointment last year was the complete failure to get together a class of Fishermen for a short Practical Course in simple Surgery, chiefly intended to deal with the common class of accidents among the Fishermen. I not only made the Class well known among the Fishermen, but when I found that their enrolment was scanty, I called a public meeting in the Square at Newhaven on a Saturday, at the time when the Trawlers' officers and men were assembled at their pay offices. That had the effect of adding to the number of enrolments, but the whole number was so small that the class was abandoned.

X. The West of Scotland Agricultural College.

I.—Intramural Work of the College.

(Glasgow).

Day Classes.

Number of Individual Students	108
Number attending—	
Intermediate Agriculture (Soils and Manures)	15
Advanced „	16
Introduction to General Botany	32
Agricultural Botany, Junior Lectures	18
Do. do., Junior Practical	16
Do do., Senior Lectures	10
Do. do., Senior Practical	10
General Chemistry, Lectures	48
Do. do., Practical	14
Do. do., do.	30
Intermediate Chemistry	17
Agricultural Chemistry, Senior Lectures	8
Do. do., Senior Practical	8
Entomology	13
Veterinary Science	25
Agricultural Engineering	9
Forestry	3
Special Farmers' Course	33

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Evening Classes.

Number of Individual Students		81
Number attending—		
Agriculture, Junior	29	
Do., Senior	10	
Dairying	19	
Forestry 1st Year Course	12	
Do., 2nd do.	9	
Timbers and Timber-measuring	17	
Horticulture	6	
Agricultural Chemistry, Junior Lectures	24	
Do. do., Senior Lectures	4	
Do. do., Practical	9	
Book-keeping	21	
Surveying	26	
Total number of Individual Students in both Day and Evening Classes		189
Total number of Enrolments in both Day and Evening Classes		511

Dairy School at Kilmarnock.

Number of Pupils (Session 1904)	215
Number of Attendances registered	4,131

Dairying (1904).

The College Dairy School at Holmes Farm, Kilmarnock.

The Dairy School was open from 29th March till 24th September, and during that time courses of instruction were continued on the same lines as in former years, comprising regular daily instruction in Cheesemaking and Buttermaking. Instruction was also given from time to time in the making of Stilton Cheese, Cream Cheese, and other soft cheeses.

The Special Lecture Courses intended to prepare pupils for Certificate and Diploma examinations in Dairying were conducted as in previous years, the Junior for six weeks in May and June, and the Senior for six weeks in August and September. A series of five lectures on Poultry was also included.

The total number of pupils enrolled during the session was 215. The average daily attendance was 28·5.

In the Special Classes 34 pupils enrolled for the Junior Course, and of these 6 gained the Certificate in Buttermaking, and 26 the Junior Certificate in Dairying; 32 pupils enrolled for the Senior Course, and of these 18 gained the Senior Certificate in Dairying; while 11 pupils subsequently succeeded in passing for the National Diploma in Dairying.

The Examiners for the Junior Certificate were:—Theory of Dairying, Mr. Richard Henderson; Buttermaking, Mr. John Drysdale; Cheesemaking, Mr. Alex. Todd.

The Examiners for the Senior Certificate were:—Theory of Dairying and Botany, Mr. Richard Henderson; Chemistry, Professor G. G. Henderson; Bacteriology and Physiology, Dr. Peter Paterson; Buttermaking, Mr. John Drysdale; Cheesemaking, Mr. Alex. Todd.

Advisory and Analytical Department.

During the course of the session advantage, in an increasing degree, was taken of the privileges offered by the College under this department, and a number of inquiries were made by farmers, to which replies were duly sent by members of the staff. Advice was thus given on manuring, on the relative feeding value of certain crops, on the treatment of crops suffering from insect attacks, diseases affecting live stock, and on other branches of agricultural management. Samples of grass seeds were examined for purity and germination, and an increased number of milk samples were sent in for determination of butter fat. Examinations were also made of feeding stuffs for composition and purity.

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II.—Extension Work.

(a) General Agricultural Instruction.

By arrangement with the County Councils or other Local Authorities continuous classes have been held in the following places:—

Counties and Centres.	Subjects.	No. of Meetings.	Students Enrolled.
Ayrshire—			
Lugton	General Agriculture; Foods, &c.	5	56
Buteshire—			
Kildonan	Do. do.	10	68
Dumfriesshire—			
Moniaive	Grasses and Pastures	4	45
Ruthwell	Do. do.	4	23
Dunbartonshire—			
Cardross	General Agriculture; Foods, &c.	5	70
Kirkintilloch	Grasses and Pastures	3	25
Lanarkshire—			
Lanark	Agriculture and Agricultural Chemistry	60	24
		30	45
Larkhall	Animal Life of Farm, and Practical Agricultural Chemistry	20	34
Strathaven	Do. do.	20	38
Stirlingshire—			
Balmore	General Agriculture; Foods, &c.	4	43
Kilsyth	Do. do.	6	40
Polmont	Do. do.	4	35
Wigtownshire—			
Kirkcolm	Agriculture and Dairying	4	53
Sandhead	Do. do.	4	25

(b) Agricultural Experiments.

The experimental work of the College consisted of investigations into the manuring of the more important farm crops, the comparative merits of varieties of various crops, the destruction of weeds, the prevention of crop diseases, the feeding of farm stock, and other subjects. The experiments were carried out (*a*) at the Central Experiment Station, Holmes Farm; (*b*) on farms in the contributing counties. These latter were in part arranged by agreement with County Councils and Local Committees, and in part by direct communication with the farmers who conducted them. Full details are given in the College Calendar.

Reports on the results of the experiments written by Principal Wright, Professor M'Alpine and Professor Paterson, have been issued from time to time.

The results of the experiments formed the basis of the Extension Lectures given by the College Staff during the past session in the contributing counties. These lectures were delivered by Principal Wright, Professors M'Alpine and Paterson, and Messrs. Robb and Murray

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Extension Lectures, covering a period from 1st April, 1904, to 31st March, 1905, were given at a large number of centres in the counties named below. (Full particulars of these lectures will be found in the Calendar issued by the Governors.)

County.	No. of Lectures.	Total Attendances.
Argyle	15	204
Ayr	15	367
Bute	2	42
Dumfries	8	240
Dunbarton	8	345
Kirkcudbright	5	118
Lanark	6	210
Perth	18	426
Renfrew	1	12
Stirling	17	541
Wigtown	8	146
Totals	103	2,651

Demonstrations by the Staff at the College Experiment Station took place in 1904 before 910 visitors, drawn principally from Farmers' Societies

Dairy Extension Work.

Short courses of instruction in Cheesemaking were given by the Staff at two centres in Lanarkshire, and in Buttermaking at one centre in Lanarkshire, at two centres in Perthshire, and at two centres in Stirlingshire.

By arrangement with County Associations Mr. William Stevenson, N.D.D., gave instruction in Cheesemaking and advice to Cheesemakers in Ayrshire, Dumfriesshire, and Kirkcudbrightshire.

Ayrshire.—Instruction in Cheesemaking at 52 centres; average attendance 10. Visiting Dairies for 29 days.

Dumfriesshire.—Instruction in Cheesemaking at 12 centres; average attendance, 14.

Kirkcudbrightshire.—Instruction in Cheesemaking at 22 centres; average attendance, 8. Visiting Dairies for 14 days.

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SPECIAL REPORT ON THE SCHOOLS OF ART BY PITTENDRIGH MACGILLIVRAY, ESQ., R.S.A., SESSION 1904-1905.

Having completed my round of visits to the Art Schools in Scotland, I now submit, herewith, my report and opinion "as to the character of the work of the Schools generally," and the "suggestions I have to make for their future improvement."

There is, it appears to me, a lack of common system and reasonable unity of understanding as to purpose and methods among the schools and, as a result, that which is viewed with favour in one case may meet with disapprobation in another. Along with this condition one finds, naturally, a keen desire on the part of those who are in charge of a school, to show its work and administration in the most favourable light and to gloss over unsatisfactory circumstances and make reply to criticism by deploring defects in condition of accommodation, lack of funds for improved equipment, and the insufficiency of time at the disposal of the student for attendance. It is right to add here that there is undoubtedly a great deal to be said for the defence put forward in this connection by the directors of the schools, especially under the last circumstance dealing with the attendance of the student.

Owing to the complication of the matters touched upon above, it is, in my opinion, very difficult to give any direct criticism upon the work of the schools. What one might say to be just, has to be so qualified by a variety of considerations as to become vague or of little importance.

After careful consideration I incline to the opinion that the work in general of the schools, within their limitations of accommodation, equipment and attendance of students, is being carried out in a fairly zealous and satisfactory manner.

If so much be accepted for the existing state of affairs in connection with Art Education in the Schools of Art in Scotland, the most has been admitted in their favour. To consider them in comparison with standards which are to be found elsewhere, and in the light of what is well enough known about Art Education in its various branches, would be to show them at great disadvantage and in some cases very imperfectly fitted indeed for the work they undertake. While on the side of the students, attendance would only admit of them being described as giving a few spare evening hours weekly to studies which ought to occupy them all day every day as laying the foundation of their life's work.

I recognise that there is a certain state of transition current—growth and development are at work—fortunately; and most of the masters are aware of imperfect conditions and seem anxious for improvement and progress; the Inspectors also, whom I have met, are warmly interested in advancement.

If it be admitted that that which is teachable in Art can be systematised, given form and order, and separated from that which is merely empirical or the outcome of personal idiosyncrasy, that the craftsman rather than the artist is the proper objective of the Art School, then much remains to be done for Art Education in Scotland. In my opinion no Art School here has the efficiency of system, accommodation and equipment necessary for a complete education in the craftsmanship and science of the three arts of

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Sculpture, Architecture, and Painting, as such education is capable of being organised, granted the conditions. In my visit I have not found that the Art Schools replace, as they were meant to do, the old apprenticeship course in the studio and workshop, with a method more scientific and theoretically perfect.

The value of the old apprenticeship training (I speak from experience) consisted in this, that the apprentice obtained a thorough knowledge of his medium and the craft of handling it; and, if he failed in his aspiration to be an artist, he at least remained a competent workman of high value to the community. The Art School as it is, seems to me organised towards the production of that uncertain quantity, the artist, and where it fails, the product is left so little of a craftsman as to be comparatively valueless to the community.

Briefly:—In the Fine Arts, as say, in Engineering, the first consideration of the schools should be to obtain the workshop and to create craftsmen and workmen, not artists and inventors; it being possible to educate craftsmen and make workmen. From such a basis artists and inventors are better left, in a healthy way, to evolve as best their instinct prompts.

While the artist worthy of support is always the very singular exception, the craftsman must, to keep the products of the nation in line, be of the multitude. To raise the standard of general excellence in this connection is the true object worthy of, and demanding the expenditure of national funds on Art Schools. In their right aspect and on their true platform they ought to be regarded as the great schools of secondary education. As the matter stands they appear to be viewed by the mass of the community with comparative indifference and in some cases almost neglected, the bare necessaries of equipment, costing only a few pounds, being sometimes wanting.

The foregoing may serve to explain why I do not enter into much detailed criticism of the work and methods of the various schools. As I have already said, it is difficult to separate defects and inefficiency from limitations imposed by circumstances over which those who manage and direct the schools seem to have little control.

The following clauses indicate roughly the standpoint from which I have approached the inspection and the result.

1st.—The training of an Art School ought to be for the purpose of developing accuracy in seeing power, the power to see an object as it actually is and to depict it by drawing, modelling or painting, free from bias of personal emotion or style either personal or derived. (The artistic factors, emotion, style and design are personal and should be wholly left to private development.)

2nd.—In craftsmanship the training should be such as to insure a competent technical knowledge of the ordinary mediums, tools and processes, likely to be required in whatever art the student enters for.

3rd.—Under science and theory, there should be developed a sound education in the history of art and other relative studies, with exact science to the extent appropriate and applicable.

4th.—No student in one of the three arts of Sculpture, Architecture and Painting, to graduate without a considerable knowledge of the two remaining.

5th.—A clearly defined curriculum for each of the Arts designed with a view to systematic progression.

From the standpoint of these terms the impression I have derived from the inspection is, I regret to say, disappointing.

I might briefly sum up the situation as follows :—

Sculpture.

The student of Sculpture is merely a modeller in the plastic. Architecture—so essentially connected with Sculpture,—he ignores. Painting does not concern him nor does the history of art. He can neither cast nor carve his own models. He does not understand reproductive processes. He tends to being an artist in clay but not an all-round craftsman in his art. On an average he gives two hours on three evenings a week to the school.

Architecture.

The student of Architecture—the art of many materials—confines himself to drawing on paper. Although he is a Sculptor in geometric masses and decorative forms, he rarely does modelling. There is no provision in any of the schools to enable the architect to make himself acquainted technically with stone, wood or plaster, or the running of mouldings in order that he may obtain a direct knowledge of profiles and their light and shade value at different elevations and angles.

The study of the mass and silhouette of buildings and the details of construction by means of small sketch models is scarcely practised in any of the schools. The higher phases of art in Sculpture and Painting, such as would be required from him at the Ecole des Beaux Arts, Paris, and elsewhere, the student architect here does not touch. On the other hand, he seems burdened with such matters as Electricity, Lighting, Heating and Acoustics which, as a professional man he will not probably venture to deal with directly.

Painting.

The student of Painting has the same tendency as the others to specialise and limit his studies. He fails to base himself sufficiently on a general knowledge of the history and practice of the three great manifestations of art which it is the sphere of the great painter to unite. He does not study form and anatomy by means of modelling—the only satisfactory method in my experience. He does not educate himself in design and proportion through the medium of architecture which is of the essence of these matters. He studies form by representations of it in light and shade instead of directly in the plastic.

Anatomy he studies by the aid of diagrams—colour—by painting imitatively, nature studies from still life and the nude figure, instead of by balance of quantities as in decorative practice. I have discussed the question of the education of the painter as craftsman with several eminent artist painters and find that they agree with me in thinking that the artist painter, in his student years would be greatly benefited by a course in conjunction with House Painters and Decorators, in order that he should acquire a workmanlike knowledge of his tools and the materials of the painter in bulk and over large areas. The house painter is the craftsman of the art of painting. He is related to the artist painter as the builder is to the architect and the mason to the sculptor—that is very intimately and with a practical knowledge of the groundwork of things.

In my opinion it is necessary to give the Art School training a more practical and technical and perhaps less "artistic" direction. It must seem like platitude to add that the teaching of the schools ought to be based on exact knowledge and utility, and up to the best standard of current practice technically.

SUGGESTIONS.

I make the following suggestions for the guidance of the Schools. They deal only with such factors in the training of the Art student as I have found notable by absence or inefficient.

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TECHNICAL.—The student ought to have regular practice in waste-moulding his clay models with plaster. He ought to understand bronze founding and the limitations of reproduction in stone and metal. He ought to be made familiar with the various methods of "pointing," measuring, and reproduction of models from plaster to marble or stone. Necessarily he ought to be made to hew and carve marble, stone, wood, and plaster. He should be made acquainted with, and have some practice in the rigging up armatures for clay models of figures ranging from three to nine feet. He should be instructed in the making and handling of moulding templates and be able to run mouldings in clay or plaster, straight or circular, up to any size. In this connection and for the fitting up of armatures some practice in plain joinery is necessary. He should be instructed in the methods of making accurate small scale models in plaster of such architectural parts as are usually associated with the sculptor's work. The foregoing are necessary matters of craftsmanship by aid of which the work of the sculptor is produced, and a young man trained to do these things can be very useful to others if he fails as an artist sculptor himself.

ART.—Architecture to the extent, at least, of an elementary knowledge of the characteristics of the great styles in their monumental aspect should be a compulsory element in the course of a sculptor student. He should know classic and Gothic mouldings thoroughly, and be familiar with the characteristic ornamentation of the various styles. He should have practice in painting to train his observation in matters relating to light, line, and colour.

SCIENCE AND THEORY.—The student of Sculpture should, of course, give special study to the anatomical construction of the human figure and such animals as the horse and dog. In my opinion the best method in this study is for the student to rig up on an armature the bones of, say, a leg or an arm, full size, and realised in form, and then play over it in their proper sequence from beneath outward the muscles of the limb, in some plastic medium. This method is interesting and gives a real grasp of the subject in less time and more satisfactorily than can be obtained by lectures and diagrams only. It should, of course, be accompanied by lectures and diagrams, and deal with the whole figure. The sculptor's course should include lectures on the history and development of Art. He should be required to make notes of the lectures and prepare papers and submit to examination written and oral on the subject. It is of the utmost importance that the student who aims at being an artist sculptor, should have a fair measure of culture in all that pertains to his art on the historical, theoretical, and critical side. He should know what has been done and where he stands.

I have discussed this matter of the art school training of sculptors with several sculptors of standing. They agree in deploring the great deficiency on the technical side. The main outcome of the present condition is, that the sculptor student can rig up pretty smartly a head or a nude study from life, at the end of his course, but the craftsman side of proper training has been almost wholly neglected. The result is that, at an age when he should be found capable of useful work, he is found undeveloped as an artist and almost useless as a craftsman. His difficulty is such that he tries to get into a studio where actual work is in progress in order to gain such technical knowledge and experience as, in better ordered circumstances, he might have obtained in the school. This is serious for the student and a matter for the Department to consider as the administrator of State aid for purposes of utility.

In this connection it occurs to me to suggest that the President and Council of the Society of British Sculptors should be invited to consider the question and draw up a suitable curriculum for the training of students in the art and practice of Sculpture.

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I am glad to say that I have found the teachers of Architecture in some of the schools to agree with me in my view that a more intimate contact with modelling, model-making, moulding-running, and the various materials which are the ultimate medium of the art of Architecture, would be highly advantageous in the early training of the Architect.

Architecture, apart from problems of construction,—in its artistic as against its scientific aspect—may be termed an art of Sculpture in geometric forms. Expression cannot, I believe, be adequately studied in it save by means of modelling and models. An Architect whose means of expressing himself in his art is limited to small scale geometric elevations and sections on paper, is in an unfortunate position. At the Ecole des Beaux Arts, Paris, the student of Architecture must be able to model figure and ornament; the same ought to be compulsory here. The student ought to study the mouldings of the various styles by cutting templates of them and running lengths of them in clay. From these the modifications required at different levels and angles might well be studied. Too often one finds in architecture that mouldings and other details at a high level have been executed as they have looked satisfactory opposite the eye in geometric elevation on paper. The students of Architecture and Sculpture ought to be found together in the model-making class. The architect ought also to become acquainted with the nature of marble, stone and wood, and the technique required by these, in the carving class with the sculptor.

In brief, my contention is that there is far too little evidence of the architect making himself acquainted with the nature and limitations of his various mediums at first hand. The architect like the engineer ought to have his workshop training. He ought not to rest content as, what the engineer styles in his profession, an "office clerk."

Painting.

I have formed the opinion that the student of Painting is made to undergo a too persistent grind at drawing from the cast. The practice of making an endless number of laboriously detailed light and shade studies from antique statues and decorative fragments is a kind of incubus inherited from the past. The light and shade study of certain antique statues has come to be a conventional grind formulated to a mannerism, which can scarcely evoke mental activity on the part of the teachers or keep the student out of a semi-somnolent state. This study has become a kind of fetich which absorbs a great deal of time and vitality which might be much more profitably expended. Many of our distinguished artists have had no contact with it, and cannot be said to have lost thereby. Others who have had notable ability and success in it have found no place in the ranks of known artists. I would strongly recommend that the practice of making many elaborate drawings from the antique be greatly moderated in favour of other more living and vitalizing means of art study. It is explained that those elaborately shaded drawings from the cast are to enable the painter student to study form; the reply is that the painter student would obtain a knowledge of form more really and in much less time by practising modelling. I think it unnecessary to urge further that the painter student should have a course of modelling; there is hardly an art school in Europe where that is not prescribed for him. It is the best method of obtaining a grasp of form and the power of projecting it in a graphic medium. The very practical method I have described for the study of anatomy under sculpture is equally applicable to the case of the painter. A certain amount of architectural study ought to be embodied in the curriculum of the painter.

To be a thorough craftsman the artist painter should have training in the classes appointed to the house-painter and decorator. He will thereby obtain a mastery of tools and materials and colour in masses which would

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develop freedom of handling and confidence in dealing with large areas. There is also much in the craft of the master house-painter in dealing with colours, varnishes, oils, and surfaces, which would be valuable to the artist painter.

Lectures on the history of Art, Æsthetics, Manners and Customs, Costumes, Design and Decoration, ought to form no insignificant or perfunctory element in the education of the artist painter. His grounding in this kind of culture should be insisted on and carefully examined by means of note-books, set papers, and oral examinations.

No doubt the first criticism of the headmaster of an art school in Scotland on the foregoing suggestions will be that no ordinary student has at his disposal time to do half the work involved within a reasonable period of years, and that the technical and artistic amount of training and education is greater than one could expect the average student to undergo—nay, more, that few students would be found to agree to work unless under such compulsion as cannot be applied. Practically I have heard something to this effect, and in the present circumstances of the case there is much to be said for this opinion on the part of the headmaster; but as other nations have succeeded in overcoming the difficulties involved, there is no reason why we should not meet and overcome them too. If we are to have art education in the interests of such national products as art skill can be applied to, we must see that it is efficient and on a high level comparatively. Of recent years the measure of excellence required from artists in all mediums has advanced rapidly, and continues to do so with no symptom of slackness. Question:—Has art education in this country kept pace with the general development? I think not.

There is a certain malarrangement of circumstances partly responsible for the difficulty with us. The youth who aspires to be an artist with us is generally of the lower middle class. His people are poor, they cannot afford to let him spend a number of his early years in the business of education, especially in such a chanceful direction as they hold Art to be. The result is that the boy who wants to be an artist, painter, or sculptor, has to go to a trade or enter an office or shop in order to help in the cost of his maintenance. When he is from sixteen to eighteen his parents begin to spare out of his wages the fees for the evening classes of an art school. And so, after a hard nine hours' day at a trade, the boy finds two hours on three evenings a week at the classes. More would be a hardship, and to think of giving the days to the study of art is simply not dreamt of. And yet, at the present time, the study required for any art and its craft is such that it demands all day every day, as against the spare hours of alternate evenings. So much for the majority of the students; as to the schools, they, like their scholars, are mostly poorly circumstanced. With them the cry and the complaint is for funds—funds to provide more accommodation of a kind better adapted to special purposes, better equipment, and, in not a few cases, more competent masters at such salaries as would attract good men—men who are artists and craftsmen of experience. Out of such conditions come our artists—without having had the opportunity of better than half training technically. Little has been done to educate them in art culture or to ground them in a systematised knowledge of the history and development of Art under Architecture, Sculpture, and Painting. As a result with us, the higher planes of Art work and expression are scarce touched, far less cultivated.

The fact is, that we are behind in Art Education as compared with the Continent generally, and France in particular, and that we ought at least to be parallel if we cannot be ahead, by the means of adequate institutions which only cost money of no great amount, and with the aid of students who must be serious enough and so circumstanced that they can give the necessary time through the years of their youth to the study of an Art and its

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craft. Hundreds of the humbler class do this in Scotland for the Church, Medicine, and Law. It does not yet seem to be realised with us that the arts of Architecture, Sculpture, and Painting are just as hard of attainment and mastered, quite as remunerative. By some it may be argued that the work of the Church, Medicine, and Law is of necessity, while Art deals with but the decoration of things and is not of things essential. With many plausible arguments anent genius, instinct, and their outcome, originality, it is held by some that artists are best left to follow a natural course of development—which means that they should be left to fumble out the history of Art and their position in its development; that they should, with painful steps, slowly discover the science of its technique; that at the age of sixty, when the light begins to fail, the method of the medium is clear and the theory of the position understood—too late.

It is unnecessary that I should here advocate the importance of education in the Fine Arts or the value of their effect on the products of the country. But when one takes for granted the importance of the Fine Arts and their relation to manufactures, it becomes the more difficult to understand the apathy of the community and the State as to the circumstances in which the Art Schools of the country continue to subsist. It may be well, however, that I should say here, that I do not regard the Art School in its greatest utility as a kind of forcing house only for the artist in the highest sense of that term. I have used the words Architecture, Sculpture, and Painting in their widest and most comprehensive value. The courses under each of these heads should provide technical and artistic training for all the Art craftsmen required in the building, decorating, and furnishing of a city—each in their degree. That a student should pass to the last step of one or other of these courses and so become an artist is not more important than that the whole lump of our craftsmen should be leavened by Art Education. The kind of School I have in view might be more accurately described as a Technical Art School when compared with the institution which tends to produce the Artist Painter of independent pictures—the Sculptor who can only model in clay unrelated things of personal expression, or the Architect who, like some of the French students, shows wonderful gifts of fancy and imagination in creating on paper wonderful and impossible monuments "to the mighty dead." In a poetical and personal sense these things have high value, but the artist of them cannot be made or very systematically trained. He is greatly the exception, and should not be calculated upon. The five years' technical and theoretical art school education which I would prescribe is in order to make competent the many. By the courses I have in view he who has passed through the curriculum of the Painter, without having discovered a genius for creative work on historic canvases, would yet prove a competent house-decorator, for instance, and earn a good salary in doing sound, necessary work instead of starving in an attic studio until age and incapacity bring him the doles of some pension fund. The same in the case of the Sculptor, who might by a sound education, failing the artist rôle, play an extremely useful and remunerative, if subordinate, part in one or other of the many side-paths which come under the term Sculpture, and in which at present it is hardly possible to get an artistic craftsman.

It will be understood that my view of Art Education is that it should from the first consist in a thorough grounding in all that belongs to a technical knowledge of material and craftsmanship in handling. Parallel with this should run studies for the training of the eye, and instruction in Science and Theory according to the art dealt with.

What I have said as to the work of the Schools would be incomplete if I did not add something expressing my views as to the constitution of Art Schools and the conditions under which students might attend them. My suggestions in this connection may not appear of much value or novelty, and in their practical aspect may involve seemingly insurmountable

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difficulties, yet difficulties not so great as to have remained unsurmounted elsewhere.

The first condition is that an Art School should be conducted in a building which, like a workshop, is specially constructed and equipped for the work it has to do. Second—that Art Education should be more soundly based on craftsmanship and granted free to all who show capacity to profit by it. Third—the curriculum in any one of the Arts or Crafts should be designed by, or at least with aid of, professional men of standing and not left to Art School teachers who for lack of practical experience in the public work of an Art and its craft can only be termed amateurs. As there is no fixity in this direction, the course of instruction should be subject to revision by practical authorities at intervals of a few years. Fourth—the conditions of attendance on the part of the students should be such as to ensure to those in charge of the schools sufficient power of discipline—this, in order to make the training systematic and complete, according to the dictates of experience. It ought not to be possible for the student to jump about at will from this school to that, or, once the object of his training is declared, for him to take only this or that part of his appointed course as fancy prompts. Such order may seem severe, but there are in the crafts of all the Arts, things to do that have the appearance of drudgery to the enthusiastic youth in haste to become an artist. Change of school or change of course should only be with the consent of those in authority. As this matter stands with us at present the student is somewhat master of the situation. He will stand no more direction in his studies than he has a mind to, and has to be carefully considered for the sake of his paltry fees. To have the schools conditionally free and make their education of practical value, inasmuch as the certificate of it would lead to good employment and pay, would greatly alter this state of affairs and produce a much more serious and amenable frame of mind in the student. Fifth—an Art student whose purpose is serious ought to enter the school about the age of fifteen or sixteen and be in a position to give at least five days per week to his studies. The day might run from 9 a.m. till 5 p.m. with the usual interval. No student should be admitted over, say, twenty-five years of age, and none should be allowed to trespass upon the accommodation and benefits of the school beyond thirty-one years of age. Sixth—there should be no meretricious marks of recognition in prizes and medals. The free training and the certificate at the end of it ought to be sufficient incentive and award to the healthy-minded student. It is unwise to provoke false effort in the study of Art. Where it is necessary to determine progress and place among the students a system of marks ought to be sufficient. Any funds available for the encouragement of students ought to be devoted to assisting the talented, whose private circumstances make it difficult for them to give the necessary time to complete the course they have entered upon. Seventh—only those should be appointed as teachers who have thoroughly mastered the technical as well as the artistic side of the Art they profess—this condition cannot be over insisted upon, in view of the fact that one meets so many Art School teachers who have no experience and little knowledge of the practical application of the Art they teach to the demands and conditions of professional work. Eighth—I am against the importation of foreigners to teach in our Art Schools, especially do I object to the employment of those who cannot speak our language with that quality of expression which is necessary between an Art student and his master. So far as I am aware there is nothing in craftsmanship of the Fine Arts, like the application of a foreign patent process to a new material, requiring the importation of an expert to give personal demonstration. We of this country know as well as those of any foreign nation the nature of the Fine Arts and the use to put them to. At certain centres abroad system and administrative practice in the teaching of Art are the outcome of long experience and development. These we may well study, and in not a few respects imitate, but this does not involve the importation of the foreign "Professor."

The Fine Arts, especially those of Painting and Sculpture, after expressing the individual, go further and give collectively expression to national characteristics. Next to the expression of individual character the expression

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of national character in Art is of the highest importance. The true foreigner, he whose characteristics are strongly of his people, is the further removed from us. He cannot enter into intimate contact with the manner of our expressions and emotions. He does not share our ideals and aspirations. If he is a good type of his people, he will regard his stay with us as exile, and his probable motive in enduring it may be characterised as mercenary. In the Arts, each nation, while learning from others all that is translatable so to speak, should be careful to conserve and develop its own characteristics.

I am distinctly not in favour of the foreigner being personally a factor in our Art School Education. On the other hand, to meet any argument as to native limitations, I would make it conditional in the appointment of our Art teachers that they should have spent two years in travel and Art study in France and Italy, in order to gain a knowledge of what is valuable and worthy of importation in the current practice of Art abroad. Good appointments in our Art schools ought to be reserved for those of our own Art students who have spent years in qualifying themselves for the duties required. We can define the capabilities required in an Art school teacher either for Architecture, Sculpture, or Painting, and with such salaries as are given, running to three or four hundred a year, we may expect to get the men we want. The necessary brains and artistic taste are just as available here as anywhere else in the world. If they are not, then the lack of them will not be overcome by the importation of the foreigner. On the other hand, if the advantages and character of a foreign education in the Arts be desired, these should be obtained abroad where they have a vital existence in their native environment, not by the importation of foreign teachers who are either persuaded to come here at an outlay probably disproportionate to the gain, or whose abilities are not such as to demand their presence at home. Ninth—there may be some advantage, but there are, I think, certain unsatisfactory results in retaining the services of a teacher too long in one school. The conservative and personal qualities of a man, in such a case, develop until they form an interruptive factor in the free and elastic working of an institution. I think I have noted several cases where the teacher ought to be dismissed or moved on to where, in contact with new people and fresh circumstances, the influence of the individual would be brought once more within the bounds of his limitations. This view seems to involve some hardship, and as the schools are organised at present, I am unable to make any suggestion for dealing with the matter.

Summary.

In what has preceded I have endeavoured to state in a brief and, it may be, a too rough and fragmentary fashion my impression of the Art Schools, their condition, their teaching, and my views on their improvement generally. As I have already said, the subject is large and complex and would require more space and time for careful handling than I hold at my disposal for the purpose. I have come to the duty primarily as a craftsman and with little sympathy for that conception of Art Schools which esteems them the means of training such picture painters and sculptors as make the crowd of exhibitors at our annual exhibition. I consider the great object of Art Schools to be the training of the mass of Art craftsmen in order that the work and productions of our people may be second to none in educated artistic conception, and marked by skill and refinement of execution when the hand of the artist is required. From this standpoint my impression of what I have seen urges me to say that our Art Schools have not nearly enough of the workshop about them, their teaching is not nearly enough applied to material and to practical ends under the direction of sufficiently experienced, practical masters. To teach Drawing, Modelling, and Painting, unless on a great basis of competent utilitarian Craftsmanship, is to spend means and opportunity on the production of the amateur and the superfluous artist of unrelated things, who has frequently to sigh for the common craftsman's power of earning his daily bread by meeting the demands of everyday life.

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The above is a broad and general statement which can be met by exceptions and limited by various strictures, which I might myself apply, but I prefer to leave it for what it is worth, feeling confident that there is much truth and value in it, and that it will in the main be endorsed by not a few artists of eminence and experience.

While I make this summation of the case as it stands, I am cognisant of much making for progress in the direction I advocate. Forces are at work towards improved conditions, and the outlook, from the present state of opinion among those interested, is not so dark as the actual circumstances might lead one to think.

SPECIAL REPORTS ON THE CHEMISTRY DEPARTMENTS OF CENTRAL INSTITUTIONS, BY DR. J. J. DOBBIE, F.R.S., DIRECTOR OF THE ROYAL SCOTTISH MUSEUM, EDINBURGH, SESSION 1905–1906.

ABERDEEN GORDON'S COLLEGE.

The teaching of Chemistry in connection with the "Higher Technical College" is confined to an elementary and advanced class which meet in the evening. The first is intended for beginners, the latter for those who, having passed through the elementary course or having obtained an equivalent amount of preliminary instruction in the science elsewhere, are desirous of pursuing their studies on lines bearing directly upon branches of work in which they are interested.

The Elementary Class is attended this session by 35 students; clerks, commercial travellers, manure manufacturers, druggists, plumbers, and representatives of several other callings being amongst the number. This class serves as a general introduction to the subject of Chemistry, the syllabus being arranged on lines devised by the staff of the College. I had no opportunity of attending any of the evening lectures of the course, which are held only twice a week, but was invited to be present at one of the day classes of the College which are conducted by the same staff as the evening classes. The style of teaching impressed me most favourably by its freshness and brightness, and I was especially struck by the keen interest which the pupils took in a lesson which, if handled in a formal and routine manner, could have had no possible attractions for them. The Headmaster informed me that since preparation for external examinations has been abandoned the interest of the teachers in their work has increased, and that the freedom allowed to them in framing their own schemes of study has developed in them a higher sense of responsibility. His testimony on this subject was quite explicit.

The proportion of practical work to theoretical work—1½ to 2 hours—in the elementary course is unusually small and hardly adequate, a circumstance which is perhaps not altogether unconnected with the insufficient laboratory accommodation of the College.

The Advanced course is confined to laboratory work and is adapted to meet the needs of individual students or groups of students. No systematic course of lectures is provided even for those who take up Organic Chemistry, the instruction consisting of practical exercises supplemented by the student's own reading on lines indicated by the teacher. Students taking the advanced course are required to spend four hours and may, if they chose, spend six hours every week in the laboratory. Of the twenty-one students attending this course at present,

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eight are studying the methods of manure and oil analysis, the rest are connected with a great variety of industries, such as colour making, soap making, and dyeing, and are receiving instruction adapted to their special wants.

The number of students who are taking advantage of the advanced course shows that it meets a distinct want in the locality, and there can be no doubt that useful work is being done by its means. But viewed as part of the curriculum of a "Higher Technical College" it cannot be regarded as satisfactory. The preliminary course on which it rests is insufficient to afford a proper basis for specialisation, and the want of systematic theoretical instruction, especially in connection with the course offered in Organic Chemistry, is a very serious drawback.

The numbers attending the Chemistry classes are well maintained, comparing one year with another. This year there was a considerable increase in the enrolments for the elementary class, due, apparently, to a change in the arrangements whereby the work which was formerly spread over two sessions is now compressed into one, thus enabling those whose object is to specialise for some practical purpose to reach their goal more quickly. The falling off in the attendance at the classes in the course of the session is less serious here than elsewhere and is probably not greater than must always be looked for in the case of classes whose members are engaged in business throughout the day.

The work of the students is carefully supervised and tested. The advanced students are required to submit the records of their work regularly to the teachers for criticism and correction. I had an opportunity of inspecting several of the laboratory books and found them carefully kept. The specimens of the class examination papers which were submitted to me showed that a good standard is aimed at, both in the elementary and the advanced course.

The accommodation provided for the Chemistry classes is insufficient for the present requirements, and there is absolutely no room for development in any direction. The class-room and laboratory, which have accommodation for 47 pupils, are dingy, uninviting rooms, but are fairly well lighted and ventilated. The only other accommodation consists of two rooms adjoining the laboratory, one used as a store room, the other as a balance room for which it is very ill-adapted, considering that no less than thirteen day classes, each meeting two hours for theoretical and one and a half hours for practical work, every week, have to be accommodated in these rooms, the most perfect organisation alone prevents the whole establishment from lapsing into a state of chaos.

It should be mentioned that in addition to the accommodation described, a small laboratory and class-room are appropriated to the use of the classes in pharmacy connected with the College.

It is of course impossible to reserve a place at the laboratory and work benches for the exclusive use of each student. This is not necessary in the case of beginners, but the advanced student is put to great inconvenience if his apparatus is liable to be disturbed by another student using the same work bench at another hour.

Apart from the want of space, the laboratory is very inadequately equipped for any kind of advanced work. For example, there is no combustion room—an essential part of the arrangements of every properly organised laboratory in which organic Chemistry is taught. No steam ovens are provided and the fume chambers are altogether insufficient.

The laboratory appears to be well supplied with ordinary apparatus, but the special apparatus required in connection with some of the advanced courses announced in the College prospectus is wanting.

The laboratory possesses none of the standard works of reference in Chemistry—a want scarcely less serious than a want of apparatus.

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The members of the staff are all men of University standing, two being Bachelors of Science, the third a Master of Arts who has given special attention to Chemistry. The senior master devotes his whole time to the teaching of Chemistry, but his colleagues are required to give some assistance in the mathematical classes. Having regard to the heavy duties of the staff in connection with the day school, it appears to me that there should be at least one teacher whose sole or principal work should be that of the evening classes. I do not suggest that, looked at from the ordinary school point of view, the number of hours which the members of the staff are required to devote to actual teaching is excessive. But advanced chemical work of the "Higher Technical College" type entails a considerable amount of preparation, for which teachers so fully occupied as are the members of the Gordon's College staff must have difficulty in finding the necessary time. Moreover, the advanced course offered by the College covers a very wide range, and the considerable mental effort involved in passing from one subject to another must tend to impair to some extent the effectiveness of the teaching,

At present Chemistry and Botany together form one of the "Industrial Courses" offered by the College, and in respect of which I understand a College Certificate may be issued. This combination of subjects is unsuitable and should be abandoned. If it is desired to place Chemistry on the same footing as an "Industrial Course" as the various branches of Engineering now occupy in the College, a scheme of study should be arranged including besides Chemistry, Mathematics, Mechanics and Experimental Physics. A certificate awarded for proficiency in such a group of subjects would be of real value to the student. Possibly many of the class of students who now attend the Chemistry classes would continue to do so on the present footing, and it would be a mistake, I believe, at the present stage to discourage them in any way. But it is surely the duty of the College to place before its students a sound programme of work suitable for the training of an industrial chemist, and to set the stamp of its approval only on those of them who successfully follow the prescribed course.

In connection with the question of College certificates it may not be out of place to draw attention to the fact that a certificate signed by the head-master is issued to successful students of the School of Pharmacy connected with Gordon's College. This certificate must give rise to some confusion, especially as it bears that the holder has attended a full course of Lectures in Chemistry and Practical Chemistry. The lectures referred to are not, I understand, the lectures given by the regular staff of the College but those given by the head-teacher of the School of Pharmacy, who is, I believe, responsible for the whole instruction given in the school, including Botany, Pharmacy and Materia Medica, besides Chemistry. This certificate is awarded on the basis of a three months' course of instruction which embraces all the subjects enumerated.

The measure of success which has already attended the evening classes in Chemistry at Gordon's College serves to show that there is room for a useful development of technical instruction in this subject in Aberdeen. But before progress can be made it will be necessary to provide better accommodation and equipment and a staff distinct from that of the day school of the college, and to frame a suitable course of instruction for the guidance of students.

On the occasion of my visit to Gordon's College I received every assistance and attention from Mr. Stewart, the Headmaster, and from Mr. William, and the other members of the Chemistry staff. Mr. J. T. Ewen H.M. Inspector, was also good enough to accompany me and to give me much valuable information regarding the College.

Dundee Technical Institute.

Under an agreement with the Council of University College, Dundee, accommodation is provided for the Chemistry classes of the Institute in the buildings of University College. The laboratory in which the

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practical work is carried on is of recent construction and is a cheerful, well-lighted and well-ventilated room, fitted in the most approved manner for Chemical work.

The teaching of Chemistry in the Institute is confined to evening classes. Three courses are held in Pure Chemistry—an elementary and advanced course in Inorganic Chemistry, and a course in Organic Chemistry. There are practical courses corresponding to each lecture course No special provision is made for instruction in any branch of Technical Chemistry, but courses of work are arranged to suit the individual needs of students desirous of learning the methods of special branches of analysis.

The elementary course is attended this session by twenty-one students representing many different callings. The presence in the class of three insurance clerks who are preparing for the examination for the certificate of the Federation of Insurance Institutes of Great Britain is noteworthy as showing how varied are the interests for which some provision of scientific or technical education has now to be made. Satisfactory pursuance of the elementary course of Chemistry of the Dundee Institute exempts candidates from part of the examination for the Federation Certificate.

The advanced inorganic course is at present attended by four students, and the organic course by seven students, of whom one is a clerk, two are teachers and four are druggists. There are six students doing special work in the laboratory, including one bleacher, one druggist, two teachers, one sanitary officer engaged in the study of water and food analysis, and one tarpaulin maker, who is investigating problems connected with the manufacture of waterproof material.

Generally speaking, the students who attend the Chemistry classes of the Institute are engaged in pursuits in which a knowledge of the science is of direct use to them. Except, however, in the case of the druggists, the number of students who are interested in any one branch of Technical Chemistry is too small to allow of grouping with a view to the provision of courses of instruction adapted to their special needs, and, as has been already pointed out, a modification of the ordinary laboratory course is all that is attempted.

Most of the Chemistry students prepare for the examinations for South Kensington certificates, and to meet their requirements the main teaching is adapted to the syllabus of the Board of Education. The schemes of study approved by the Board have been prepared with great care, and no doubt afford valuable guidance in many cases, but there can be no need of such guidance in the Central Institutions recognised by the Department, and on the other hand the necessity of conforming to the syllabus of an external body must tend to destroy the initiative of the lecturers and to rob their teaching of all individuality. It must interfere also with the adaptation of the teaching to local requirements, a disadvantage which would, of course, be more especially felt in connection with the work of the advanced classes.

Apart from this, the methods of instruction employed are satisfactory The formal work of the class room and the laboratory is supplemented by tutorial and conversation classes, and the progress of the students regularly tested by means of exercises and examinations.

An unsatisfactory circumstance connected with the classes is the large falling off in numbers during the session. Thus of sixteen students who enrolled in the elementary class in 1904–05, only seven remained to the end of the session, and of eleven who entered for the advanced class only seven completed the course. In the laboratory courses and the organic class the attendance is better maintained. The falling off is apparently attributable to a variety of causes, amongst which the competition of outside interests as the spring advances was mentioned as one of the most important.

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For some time past the number of enrolments for the Chemistry classes of the Institute has been diminishing, as will be seen by a comparison of the figures for 1901–02 with those for 1904–05 :—

	1901–02.		1904–05.
Elementary	Theoretical, 28. Practical, 25.	Elementary	Theoretical, 16. Practical, 15.
Advanced	Theoretical, 27. Practical, 16.	Advanced	Theoretical, 11. Practical, 5.
Organic	Theoretical, 14. Practical, 9.	Organic	Theoretical, 6 Practical, 6.

This diminution is probably not unconnected with difficulties arising out of the peculiar relations which at present exist between the Institute and University College. Evening classes are announced by both institutions, those of the College being designed apparently to supplement those of the Institute. Unfortunately the number of students offering themselves for enrolment in the College classes has been so small in recent years that the College authorities have not felt themselves justified in holding the classes. The result of this is to deprive the Institute students of the opportunity of instruction in the subject of Experimental Physics, which is necessary to a proper Chemistry course and for which no facilities exist in the Institute. Again, the student who had worked through the Chemistry classes of the Institute with a view, perhaps, of qualifying himself to take advantage of the College courses in Dyeing and Bleaching or of one of the other special courses announced by the College, would find that only a Barmecide feast was offered to him on the last page of the Institute Prospectus.

Probably better educational results would be obtained by the Institute if the teaching in preparation for the South Kensington examinations were discontinued and a course of study arranged, including, besides Chemistry, Elementary Mathematics, Mechanics and Experimental Physics, in connection with which an Institute certificate might be awarded. Such a certificate, based not on the result of a single examination but on the whole performance of the student throughout his period of study, would surely possess greater value than a whole sheet of certificates awarded on the results of examinations conducted by external examiners and in subjects having no necessary relation to one another.

The question of the provision of further opportunities for the study of special branches of Technical Chemistry is one of exceptional difficulty in Dundee, and could only be discussed with advantage in connection with proposals for the readjustment of the relations between the Institute and University College. Recent attempts to form classes for the benefit of special groups of technical students have not met with much encouragement. A few years ago an effort was made to get together a class in Dyeing and Bleaching at University College. Circulars were sent out to all those likely to be interested in the matter in Dundee and in the neighbouring towns. Ten students presented themselves, only two of whom belonged to the class for whose benefit the course was specially designed. The remainder were German or other foreign clerks from offices in Dundee.

Even in face of this discouragement to specialization of teaching, it may, perhaps, not be out of place to suggest that a class in "Fuel" might prove a useful development of the chemical work of an Institute one half of whose students are connected with the engineering trade.

But until the relations of the Institute to University College are placed upon a more satisfactory footing and the proper sphere of the Institute's activities is more clearly defined, it must be difficult even to experiment with the view of ascertaining in what directions extensions of the facilities for instruction in Technical Chemistry might be most usefully undertaken.

On the occasion of my visit to Dundee I received every assistance from Dr. Lumsden, the Director of Studies of the Institute, from Dr. Wood, the Lecturer in Chemistry, and from Mr. J. T. Ewen, H.M. Inspector, who was good enough to accompany me and to afford me much valuable information.

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Edinburgh Heriot-Watt College.

Both day and evening classes in Chemistry are held in the College. The work of the day classes is arranged so as to cover a period of from three to four years, during which the student goes through a complete course of instruction in Pure Chemistry—Inorganic and Organic—and receives a training in the corresponding branches of Practical Chemistry. The evening courses, which extend over a period of four sessions in the case of Inorganic and three sessions in the case of Organic Chemistry, also cover the whole range of the subject as it is usually taught in our Colleges.

The methods of instruction followed are the same in the evening as in the day classes. In the earlier stages of the student's course the theoretical and practical work go hand in hand, the laboratory exercises being so selected as to illustrate more fully than is possible in the class-room the phenomena which have been described in the lectures.

In the elementary classes the course of instruction differs considerably from that which is usually followed. Two of the elements which possess well marked and highly characteristic properties are selected for special study, and the leading principles of chemical combination, and many of the fundamental chemical and physical phenomena are illustrated from them. Mercury and iodine are particularly well adapted to this purpose, not only because they possess striking properties in themselves but because of the ease with which they combine with one another to form remarkable compounds which can be resolved again without difficulty into their elements. The phenomena which accompany their combination and decomposition can be readily observed, and are much better calculated to arrest the attention of the student and to help him to acquire a correct appreciation of some of the fundamental facts of Chemistry than the phenomena connected with the study of invisible gases with which the subject is frequently introduced to the beginner. The method has the further advantage that the student can repeat the experiments shown in the class room in connection with the elements mentioned more easily than experiments with gases, the manipulation of which presents considerable difficulties to the beginner. The greater part of the first session is spent in studying some such restricted portion of the subject in detail, the only other thing attempted being an account of the Chemistry of the principal non-metallic elements to which the latter part of the session is devoted.

I had several opportunities of observing the students at work while engaged with this part of their course, and also examining their laboratory books and examination papers. The results appeared to me to be eminently satisfactory and fully to justify the departure from the traditional method, the answers illustrating more particularly the value of the method in developing the student's powers of observation.

The work of the more advanced courses is carried out on the usual lines, special attention being paid to accuracy and thoroughness in qualitative and quantitative analysis.

The supervision of the work of the students is carried out in a thorough manner. The laboratory books are carefully inspected and written examinations are held at regular intervals in the course of the session.

The records of attendance present some interesting, and for the most part, encouraging features.

The total number of day students has increased from 48 in 1900–1 to 82 is 1905–6. In 1900–1 the classes were composed almost exclusively of students of Engineering, whereas at the present time besides 56 Engineering student there are 26 students who are preparing for a career as industrial or professional chemists. The increase in the number of the latter has been quite steady from year to year, and it is particularly satisfactory to find that it has been most marked in the case of the more advanced classes.

Within the same period (1900–1 to 1905–6) there has been a falling off in the attendance at the evening classes. This, however, has been confined almost entirely to the Elementary Inorganic Class, the number of enrolments in some of the more advanced classes showing an improvement

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Moreover, the diminution in the attendance at the elementary class is more apparent than real, the number actually remaining in the class at the close of the session 1900–1 and 1904–5 respectively, being practically the same (39 and 38), although the enrolments for the class were only 59 in the latter as compared with 99 in the former session. The diminution in the number of enrolments is attributed by the Principal of the College to three causes—the increase in the number of hours of attendance to 6 per week; insistence on laboratory work as a condition of the award of a certificate; and the imposition of an entrance test. These changes all make for increased thoroughness and efficiency which fully compensate for the loss of numbers. Generally speaking, there has been a marked improvement in recent years as regards regularity of attendance, such irregularity as still exists being probably to a large extent unavoidable in view of the nature of the occupations of many of the students. The total number of enrolments for the evening classes this session was 126, exclusive of those taking the special class for paper makers. A great variety of industries and professions are represented in these classes, including Teaching, Pharmacy, Engineering, Confectionery and Dentistry.

A College Intermediate Certificate in Chemistry is awarded to students after a two years' course of study, which, in addition to chemistry, includes Mathematics, Mechanics, and Physics. Successful completion of a three years' course qualifies a student for the College diploma, but up to the present time no one has completed the curriculum for the diploma under the regulations which now apply.

College certificates are granted to evening students who have attended a prescribed group of subjects and, under certain conditions, the diploma may also be awarded to evening students. A limited number of scholarships —about 5 annually—are available for award to promising evening students who wish to enter the day classes, and I am informed that the day classes have obtained some of their best students in this way and that a larger number of similar scholarships could be utilised with great advantage.

No provision exists in the College for a general course of instruction in the operations and processes of Technical Chemistry such as is contained in the syllabus of the Institute of Chemistry. A course of this kind would be useful to those students of the Heriot-Watt College who are studying with a view to becoming industrial chemists, but it is doubtful if a sufficiently large number would take advantage of it at present to justify the considerable capital and annual expenditure which it would involve. It is a want which will have to be met in the future if the College continues to prosper, and should be kept in view in any scheme for the future development of the Chemistry Department.

Special arrangements have been made to meet the requirements of particular groups of technical students. The Edinburgh and Leith Corporation Gas Commissioners have opened their laboratories to students of the College who wish to make a special study of coal gas and of the industries immediately connected with the distillation of coal, and students of Brewing may combine the scientific instruction provided for them at the College with practical training in a brewery which adjoins the College.

These various arrangements are all of recent date, and the time has not yet come for expressing an opinion as to how far they meet the needs of the class of students for whom they are intended.

An important step has been taken by the College authorities this session in establishing classes in Technical Mycology, a subject of exceptional interest and importance to some of the chief industries of Edinburgh. A laboratory has been specially fitted up in connection with these classes and funds have been secured for endowing a lectureship in the subject for a period of five years. It is an encouraging circumstance and of good augury for the success of this movement that most of the money required has been provided by the brewing firms of the city.

A special course of instruction arranged to extend over a period of four sessions is provided for those interested in paper making. The course is being attended at present by 19 students chiefly travellers, engineers, and

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book-keepers connected with the paper-making firms of the neighbourhood. The earlier part of the course is devoted to general Chemistry, followed by special instruction in the Chemistry of cellulose. Of the four sessions over which the course extends, about one and a half are occupied with purely technical work. As illustrating the opinion of practical men as to the utility of this class I may mention that the manager of a paper mill near Edinburgh, who was formerly a member of the class, now makes provision for the regular attendance of the workmen under his charge. But while the class is undoubtedly doing useful work, it is not possible for the teachers to do full justice to the subject until the College is provided with a laboratory in which pulp could be experimented with on the industrial scale. The provision of such a laboratory should be considered in connection with any scheme of extension.

I would suggest that a class in "Fuel" for engineers, who form so large a section of the Heriot-Watt day students, might prove a useful extension of the technical instruction provided by the Chemistry Department.

In view of the fact that there are already many students of Pharmacy in the College classes it might be worthy of the consideration of the Governors whether a special course of instruction might not with advantage be arranged for this class of students.

The day and evening classes are worked by the same staff, which consists of a professor, and assistant professor and three assistants, besides junior demonstrators. No member of the staff is required to be on duty both on the afternoon and on the evening of the same day, and sufficient leisure is allowed to each for original investigation. Some excellent work has recently been published by members of the staff, and it is impossible to doubt that this had had a beneficial influence on the standard of the teaching of the College.

While the present staff is adequate for the work which has to be done, there would be a distinct gain in efficiency if the services of the lecturer who takes the evening classes in Organic Chemistry could be secured also for the day classes in the same branch of the science. Organic Chemistry is now so extensive and so highly specialised that it is hardly possible for anyone to teach it satisfactorily up to the standard aimed at in the diploma course of the College, unless he is able to devote himself almost exclusively to this branch of the subject.

The accommodation of the Chemistry department is insufficient for the present requirements. There is only one laboratory capable of holding any considerable number of students, and it is, at times, inconveniently crowded. Several classes meet in it in the course of the same day, and the difficulty of finding accommodation for the apparatus required by the different sets of students is very serious. It is, of course, impossible to reserve a place at the work tables or even a single cupboard for each student. A make-shift arrangement is therefore resorted to, each student being supplied with a box in which to keep the apparatus for which he is personally responsible. This necessarily places a restriction both upon the amount and the character of the apparatus which the student can employ, and practically limits the operations in which he may engage to those which can be completed in the course of a single meeting.

The want of a second laboratory renders impossible any satisfactory classification of practical students to the great prejudice especially of the more advanced students, whose work is seriously hindered by the presence in the same room of a large number of beginners.

The department is very deficient in the special accommodation which is regarded as an essential part of every properly equipped laboratory. There is, for example, no combustion room, no room for rough and dangerous operations, and no gas analysis room. Moreover, the balance room and store room accommodation is altogether insufficient.

Some of the fittings of the laboratory are out of date, the fume chambers being especially defective, judged by present-day standards.

The lecture room accommodation is also insufficient. The exigencies of the time-table sometimes require that two classes should meet at the same

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hour. When this occurs one of them is held in a small and inconvenient room which has to serve the triple purpose of lecture room, organic laboratory, and store room for chemicals.

Apart altogether from any question of the extension and development of the department, I consider that the need of increased and improved accommodation is urgent.

The department is well supplied both with ordinary apparatus and with appliances and instruments for advanced and special work.

On the occasion on which I visited the College I received every attention and assistance from Principal Laurie and from Professor Gibson and the other members of the Chemistry staff. I have also to express my indebtedness to Dr. Macnair, His Majesty's Inspector of Schools, who was good enough to call upon me and afford me valuable information with regard to the work of the college.

Glasgow and West of Scotland Technical College.

Each of the three departments—Chemistry, Technical Chemistry and Metallurgy—which formed the subject of my inquiry, is provided with its own lecture rooms and laboratories, and is in charge of a separate staff of professors and assistants. The work of the College has recently been transferred to new buildings which have been planned on a large scale and afford sufficient space not only for present requirements but for any extensions which the growth of the College may render necessary in the near future. In addition to ample laboratory and class room accommodation, liberal provision has been made for store rooms, balance rooms and furnace rooms, and for the many chemical operations which cannot conveniently be carried on in a general laboratory. The lecture room and laboratories are spacious and cheerful, and have been so arranged with respect to one another as best to conduce to the convenient working of the departments. The many problems connected with the lighting, heating, and ventilation of large laboratories have been satisfactorily solved. As showing the success with which the ventilation has been dealt with, I may mention that I found the air of the large laboratory used by evening students quite fresh and free from noxious fumes after a class of 60 or 70 students had been at work in it continuously for several hours. There was in consequence a total absence of the languor which is so often noticeable in students working in crowded and imperfectly ventilated laboratories.

An excellent feature of the new arrangements is the provision of separate lecture rooms and laboratories for the day and evening students in the department of Pure Chemistry. This not only conduces greatly to the easy and effective working of the classes, but is admirable from the hygienic point of view, especially where, as is the case in this College, the day and evening classes are both numerous and largely attended.

The fitting of the lecture rooms and laboratories has been carried out with the same care as the planning and construction of the buildings. Every detail has been studied with the view of facilitating the work of the classes. On the other hand there is no appearance anywhere of extravagant expenditure. The complete adaptation of the building, and its fittings to the special purposes for which they are intended has clearly been the guiding principle of the Governors and their architect. Nothing has been sacrificed to mere display.

In the department of Pure Chemistry, classes which practically cover the whole range of Inorganic and Organic Chemistry are held both in the day and in the evening. The methods of instruction employed are on lines which are now generally approved by those who have given most attention to the subject of Scientific Education, without closely following any particular system. From the first the class teaching and the laboratory practice go hand in hand. In the laboratory each student works independently, and the course is modified to some extent to suit his ability and his rate of progress. A much better educational result is obtained in this way than when a number of students perform exactly the same operations in the same manner, and at the same time. Another noticeable feature of the

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practical teaching is the introduction of quantitative exercises at a very early stage in the student's course.

The Chemistry courses are carefully graduated, and satisfactory performance of the work at each stage is an indispensable condition of admission to a higher class.

Generally speaking, the teachers appear to be well satisfied with the state of preparation of the students at entrance to their classes. Day students preparing for the College diploma in Chemistry and all evening students in Chemistry, Technical Chemistry and Metallurgy, except those exempted under special regulations, are required to pass an entrance examination embracing the elements of Mathematics before being admitted to the classes. One excellent result of insisting on this examination in the case of evening students has been to increase greatly the proportion of those who pursue to the end of the session the courses for which they enter. On the other hand, the regulation has not led to any serious diminution in the number of evening students.

An interesting piece of evidence as to the growing efficiency of science teaching in schools is afforded by the fact that a large proportion of the students who now enter the College from the higher grade schools are so well prepared in Chemistry that they are either excused attendance at the first Chemistry course altogether or are allowed to pass more quickly through it than the student who has not received this preparatory training. Formerly the whole of the school work in Chemistry had practically to be disregarded. This improvement is probably to be attributed in large measure not only to the improvements which have been effected in the methods of instruction employed in the schools, but to the fact that pupils who take Chemistry at school are required to go through a preliminary course in Physics and Physical Measurements.

The day classes in Chemistry are attended chiefly by Engineering students who take the first Chemistry course as part of their diploma curriculum, and by Chemistry students proper who are almost without exception training for positions as Chemists or managers in chemical works The composition of the evening classes is more varied. Of 190 students who have enrolled in the classes for the present session, fifty are druggists' assistants or apprentices in works and analysts' laboratories, thirty-five are teachers (many of them University graduates), thirty are engaged in chemical works, i.e. engaged in manufacturing operations, not in analytical work, thirty are engineers or draughtsmen, twenty-five are travellers or clerks, and twenty are unclassified. The presence of the commercial traveller in these classes is an interesting fact, due to the pressure of competition, which compels him to acquire some technical knowledge of the goods in which he deals in order that he may be able to hold his own against the representatives of foreign houses. A very satisfactory feature of the day classes is that a large percentage of the students who attend them return for a third and even for a fourth session.

In the department of applied Chemistry besides the general course, special courses are provided to meet the requirements of particular groups of students.

The aim of the general course, which is now compulsory for the College diploma, is to afford instruction in the processes and operations which underlie chemical manufactures in general. The course treats of such matters as the materials and construction of chemical plant, fuel and its applications, and manufacturing operations, including crushing, grinding, solution, lixiviation, drying, evaporation, distillation, crystallisation and the like. A spacious laboratory has been provided in connection with this course in which plant of sufficient size for the illustration of important manufacturing operations on a semi-industrial scale is being erected. The general course in Technical Chemistry has been arranged on the same lines as the syllabus of Applied Chemistry recently issued by the Institute of Chemistry in connection with their examinations, and embodies the views of the most eminent experts in Technical Education as to the nature of the course best suited to serve the student as the basis for more highly specialised work in Applied Chemistry.

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A course in "Fuels and Oils," which is intended primarily for Engineering students, but is also taken advantage of to some extent by the students of Metallurgy, is held in the day time. This course is mainly of a practical character, its chief aim being to afford the student instruction in methods of testing oils, the analysis of fuels, high temperature measurements, and similar operations. All the students attending this class have previously attended a general course in Chemistry, as well as courses in Physics and Mathematics.

Evening courses are given in "Fuel and its Applications," and in "Oils and Fats." The former is attended this session by eight, the latter by thirteen students. The course in "Oils and Fats" is attended chiefly by men who are actually engaged in the oil trade managers or under managers of oil works and some travellers. No one is admitted to these classes, as already explained, who has not had a previous training in general Chemistry, and it was gratifying to find that some members of the class in "Oils and Fats" were sufficiently advanced to be able to attempt the solution of practical problems which had arisen in the course of their own business. One of them with whom I had some conversation was endeavouring to find a method for the prevention of the corrosive action of certain oils on asphalt, and another was engaged in devising a process for the analysis of vegetable oils adulterated in a particular way. In addition to these regular courses, special courses in such subjects as "Explosives," "Cellulose," "Pottery and Porcelain" are given from time to time by recognised experts.

While provision is made for instruction suitable to those engaged in some of the great chemical industries of the West of Scotland, the claims of others who are also connected with important industries and whose interests the College might be expected to serve are entirely neglected. The absence of classes in dyeing and bleaching from the College curriculum struck me as specially noteworthy. I was informed that the Governors feel themselves precluded from opening classes in these subjects on account of provision being already made for them to some extent in the Glasgow Weaving School. As, however, the study of dyeing and bleaching cannot be carried on with advantage except in close association with well-equipped chemical laboratories, it is to be hoped that the difficulties which at present prevent the use of the laboratories of the Glasgow and West of Scotland Technical College for the advancement of the industries in question may be overcome.

In the Metallurgical Department two courses are held in the day time, one intended primarily for students of Mining and Engineering, in which the subject of Metallurgy is treated in a general manner, and one of a more detailed character for those who intend to devote themselves to Metallurgy as a profession. There is also a short course in assaying. The evening courses include "General Metallurgy," "The Metallurgy of Iron and Steel" and the "Foundry." All these courses are well attended.

A remarkable feature of the composition of the day classes is that nearly all the students who attend them are qualifying for positions as assayers or metallurgists abroad. In opening up such careers for the young men of the district the College is undoubtedly doing valuable work; but it seems unfortunate that the higher instruction in Metallurgy which the College provides should be so completely divorced as it is from the great iron and steel industries of the West of Scotland. The circumstance is one which is not easy of explanation. It certainly cannot be altogether, if in any measure, due to want of appreciation of the value of technical education on the part of the ironmasters, many of whom have contributed liberally to the building fund of the College.

The evening classes in Metallurgy, unlike the day classes, are largely taken advantage of by men who are engaged in the local industries, there being at present no fewer than thirty-five foundrymen in attendance; of these five are foremen, the rest being ordinary workers. In this connection, and as bearing on my statement that the ironmasters are not indifferent to the advantages of technical education, it may be mentioned that one of the large iron companies in the neighbourhood of Glasgow offers prizes to each of its employees who may obtain the College certificate in Metallurgy.

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Full provision is made in the metallurgical laboratories for instruction in assaying, in the analysis of ores and metals, and in the microscopic examination of metals, as well as for experimental demonstrations on the treatment of ores by various processes on the laboratory scale. There is, however, no installation of metallurgical plant such as exists, for example, at Sheffield, where the professor is able to work out practical problems in the metallurgy of iron and steel on the industrial scale with his students, and to study with them the effect of varying conditions on the composition and quality of metal produced. There is, no doubt, room for fair difference of opinion as to the advisability of introducing experimental teaching of this kind into a college course, but in the particular case referred to it has proved highly successful, and has no doubt contributed to the close relations which, greatly to the benefit of both, exist between the College and the metallurgical industries of Sheffield.

The three departments which I visited are all well supplied with ordinary apparatus, and possess in addition some fine instruments of precision. I noticed, however, that no installation has been provided for low temperature experiments such as one would wish to see in every modern laboratory of importance. Reference has already been made to the special plant which is being fitted up for the department of Technical Chemistry. The metallurgical laboratories are fully equipped with wind furnaces, muffle furnaces and all the usual apparatus for teaching assaying and metallurgical analysis and with the necessary appliances for the microscopic examination of metal.

The library contains the English journals and works of reference and some of the foreign works of reference which are most essential to the student of Chemistry.

Each of the three departments of Chemistry, Technical Chemistry, and Metallurgy has its own independent staff of teachers; most of whom are University graduates and men of high professional standing.

In the department of Chemistry the number of assistants hardly seems adequate in view of the number of courses for which provision has to be made. It is a matter of common experience that one assistant or demonstrator is required for twenty students as a maximum. To maintain this proportion, it is necessary, I understand, to press into the service some of the scholars and prizemen of the department—a practice of very doubtful expediency. Moreover, every member of the staff is engaged each day of the week from 9.30 a.m. till 4 or 5 p.m., and in addition from 7 till 10 p.m. on two days of the week. It is impossible that men whose time is so fully occupied with their official duties can devote much attention to original research. This is greatly to be regretted, because all experience shows that the teaching of Chemistry, at all events in its higher branches, is never so efficient as in the hands of those who are themselves actively engaged in widening the boundaries of chemical knowledge. Nor is it possible for the College properly to fulfil its functions in relation to the chemical industries of the country unless it affords to its students adequate opportunities for the prosecution of research. Such opportunities, however, cannot exist without the stimulous and encouragement which the example of a teacher who is himself engaged in investigation alone can afford. Some time ought to be left free to every member of the staff for such original work, and it is to be hoped that the Governors will soon be in a position to make such additions to their staff as will render this possible. This, in my opinion, is the one thing that is now wanting to render the Chemistry department thoroughly efficient.

The means adopted to supplement the teaching given in the classes and to test the progress of the students are very thorough. Tutorial instruction is given in connection with the day courses. Time does not permit of this in the case of the evening classes, but in lieu of it class exercises are regularly given out to be worked at home. Examinations are held at stated intervals in connection both with the day and evening courses. So far as I was able to judge from the specimens of papers submitted to me, and from the record of the students' performance, the standard attained in these examinations is very satisfactory. Great care is bestowed on the

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laboratory report books. Every student is required to make careful notes of his laboratory work. From these notes he writes an extended account of the work in his report book, which is periodically submitted to the teacher for examination and correction. Several of the report books which were placed in my hands for inspection were models of what such records should be. The accounts which they contained of experimental work were careful statements of the students' own observations, expressed in clear and concise language, and illustrated in some cases by carefully executed diagrams.

It is satisfactory to find that the number of students who proceed to the diploma of the college is steadily increasing. It is proposed to widen the scope of the curriculum for the diploma in Chemistry by the introduction of Bacteriology—a subject of growing importance to several departments of Applied Chemistry. College certificates are granted to evening students, and under certain conditions attendance at evening classes is allowed to count towards the attendance required for the diploma. The Governors have also established special bursaries to enable evening students to continue their studies in the day classes and proceed to the diploma. It is to be hoped that in due course the diploma of the college will take rank in Applied Science with the University degree of B.Sc. in Pure Science, and that its holders will be admitted to certain privileges which are at present confined to graduates. This would be particularly convenient and appropriate in respect to those examinations of the Institute of Chemistry from which Bachelors of Science of a certain standing are exempted.

A college certificate in assaying is awarded to students who, after attending the metallurgical laboratory for at least 600 hours, succeed in passing the prescribed examinations. Candidates for this certificate are required to produce evidence that they possess a sufficient preliminary knowledge of Chemistry and Chemical analysis. The Professor of Metallurgy is of opinion that this certificate meets the requirements of a class of students who would not under any circumstances remain long enough at college to qualify for the diploma. Even if this be so, it is doubtful whether it is good policy, and in the interests of the general body of its students, for the college to place its imprimatur upon a qualification which rests upon such a narrow and highly specialised technical training. Some confusion, too, must arise in consequence of college certificates which are on quite a different footing from the assaying certificate being issued to evening students. These objections would not apply to a class or departmental certificate in the subject.

I have to express my thanks to Mr. Stockdale, the Secretary of the College, and to the heads of the departments which I visited, for the willing assistance which they rendered me in the course of my inquiries, and to Mr. Young, H.M. Inspector, who was good enough to accompany me when I visited the College, and to give me much valuable information.

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TABLE No. 5.

CENTRAL INSTITUTIONS.

Statement shewing the *number of Students instructed* in, and the *grant made by the Department* to, the ten *Central Institutions* working under Special Minutes in accordance with the terms of Article 87 of the Continuation Class Code for the *Session ended 31st July, 1905*, with corresponding statistics applicable to the *nine* recognised Institutions in respect of the preceding Session.

NAME.	Session 1904-1905.			Session 1903-1904.		
	*Number of Students instructed.		Grant from the Department	*Number of Students instructed.		Grant from the Department
	Day.	Evening.		Day.	Evening.	
			£ s. d.			£ s. d.
†Aberdeen and North of Scotland College of Agriculture ..	84 (Central only).	— Classes	2,285 3 11	—	—	†
Aberdeen Gordon's College and Gray's School of Art	52	723	1,253 9 3	42	744	1,104 1 6
Dundee Technical Institute ...	—	1,021	1,324 9 10	—	1,004	1,412 6 2
Edinburgh and East of Scotland College of Agriculture ..	90 (Central only).	171 Classes	‡2,123 8 10	73 (Central only)	129 Classes	2,204 6 11
Edinburgh Heriot-Watt College ..	236	3,741	2,951 9 3	221	3,953	2,930 15
Glasgow and West of Scotland Technical College..	530	4,490	5,873 3 1	489	4,212	5,188 17 5
Glasgow Athenæum Commercial College	188	936	615 3 6	224	961	614 5 0
Glasgow School of Art	230	958	2,260 6 8	239	1,245	2,142 3 4
Leith Nautical College	214	73	323 16 3	168	69	322 8 1
The West of Scotland Agricultural College (including Kilmarnock Dairy School).. .. .	108 (Central only).	81 Classes	2,937 3 11	79 (Central only)	55 Classes	2,690 17 10
Totals	1,682	12,194	21,947 14 6	1,537	12,875	18,600 6 8

* For further particulars see detailed Statistics in connection with the various reports.

† This Institution has taken the place of the Agricultural Department of the Aberdeen University. A grant of £500 was made in aid of the work of that Department in respect of the Session 1903-1904.

‡ Includes a separate grant of £100 on behalf of the Forestry Classes conducted in the University of Edinburgh.

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PART V. OF APPENDIX.

SECONDARY EDUCATION.

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SECONDARY EDUCATION.

Order of the Scotch Education Department with respect to the Election of Committees on Secondary Education in Scotland.

At Dover House, Whitehall, the 28th day of May 1906.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

The Lords of the Committee of the Privy Council on Education in Scotland, considering that by Their Lordships' Minute, dated 10th June 1897, providing for the distribution of the sum available for Secondary Education under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892, it is provided that the time for each new election of the Committees on Secondary Education referred to therein "shall be appointed by the Scotch Education Department, having regard to the circumstances and convenience of the locality in which the election is to take place, and so that, so far as practicable and convenient, there shall be an election in each county, burgh, or parish, for which a separate committee is appointed to be elected, once, and not oftener, in every period of three years"; and considering further that a period of three years has expired since the election of the existing Committees on Secondary Education in Scotland was ordered to take place, do hereby order as follows :—

The election of a new Committee on Secondary Education for each of the counties of Scotland, and for each of the burghs of Edinburgh, Glasgow, Aberdeen, Dundee, and Leith, and for the parish of Govan, shall take place as soon as may be after the 1st day of June, 1906, in accordance with the provisions laid down in paragraphs 2 to 8 of the Minute of the Committee of Council on Education in Scotland, dated 10th June 1897.

J. Struthers

Secretary.

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Paragraphs 2 *to* 8 *of the Minute of the* 10*th June* 1897, *referred to in the Order above.*

2. That for each county the committee shall consist—

(*a.*) Of such number of members elected by the county council, whether county councillors or not, as is set forth in respect of each county in Schedule I. hereunto annexed: Provided that in the case of a county divided into districts under the Local Government (Scotland) Act, 1889, the county council so elected shall include among the members of such county committee a representative for each such district;

(*b.*) Of an equal number of members, whether members of school boards or not, elected by the chairmen of the school boards of all the parishes and burghs in the county (excepting the burghs of Edinburgh, Glasgow, Aberdeen, Dundee, and Leith, and the parish of Govan): Provided always that one member be elected for each district of a county divided into districts under the Local Government (Scotland) Act, 1889.

(*c.*) Of one of His Majesty's Inspectors of Schools, to be nominated, in the case of each county, by the Scotch Education Department.

(*d.*) Of any members who may be appointed under the provisions of paragraph 11 of this Minute.

3. That for each of the burghs of Edinburgh, Glasgow, Aberdeen, Dundee, and Leith, the committee shall consist of three members elected by the town council, and three members elected by the school board of each of the burghs aforesaid, as the case may be, whether town councillors or members of the school board or not, together with one of His Majesty's Inspectors of Schools, to be nominated in the case of each burgh by the Department, and together also with any members who may be appointed under the provisions of paragraph 11 of this Minute, and the following members, viz.:—

(*a.*) In the case of the burgh of Edinburgh, one member elected by the Edinburgh Merchant Company, and one member elected by the Governors of George Heriot's Trust.

(*b.*) In the case of the burgh of Glasgow, one member elected by the Governors of Hutcheson's Educational Trust, one member elected by the Glasgow City Educational Endowments Board, and one member elected by the Glasgow General Educational Endowments Board.

(*c.*) In the case of the burgh of Aberdeen, one member elected by the President and Governors of Robert Gordon's College in Aberdeen, and one member elected by the Governors of the Aberdeen Educational Trust.

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elected by the Directors of the High School of Dundee, one member elected by the Governors of the Dundee Educational Trust, and one member elected by the Governors of the Morgan Trust.

(*e.*) In the case of the burgh of Leith, one member elected by the Governors of Bell's Trust, Leith.

4. The committee for the parish of Govan shall consist of—

Three members elected by the School Board of Govan,
One member elected by the Town Council of Glasgow,
One member elected by the Town Council of Govan,
One member elected by the Town Council of Partick,

whether members of the electing bodies or not, together with one of His Majesty's Inspectors of Schools, nominated for the purpose by the Department, and any members who may be appointed under paragraph 11 of this Minute.

5. A meeting of the chairmen of the school boards of all the parishes and burghs in each county (excepting the burghs of Edinburgh, Glasgow, Aberdeen, Dundee, and Leith, and the parish of Govan) for the election of members of the said committees shall, when the election falls due under paragraph 1 of this Minute, be summoned on 10 days' written notice by His Majesty's Inspector of Schools nominated for such county in pursuance of this Minute.

6. The first meeting of each committee shall be summoned on 10 days' written notice by His Majesty's Inspector of Schools nominated for such Committee as hereinbefore mentioned.

7. Each committee shall appoint a chairman, who shall have a casting as well as a deliberative vote, and a clerk, who shall act as correspondent for the committee, and any minute, notice, report, or other document purporting to be signed by such clerk or other person performing the duties of such clerk or correspondent, shall, unless the contrary is proved, be deemed to be issued with the authority of the said committee. All changes in the offices of chairman or clerk, or in the membership of the committee, shall be at once notified to the Department. The expenses of each committee may be defrayed from any sum payable to the committee as hereinafter provided.

8. The members elected under the provisions of this Minute to serve on any committee shall (subject to the provisions of paragraph 11 as to the tenure of office by representatives of local authorities) remain in office until a new election shall take place, as provided for in paragraph 1 of this Minute. Any casual vacancy caused by the death or resignation of any member, other than His Majesty's Inspector nominated by the Department, shall be filled up by the committee, who shall, as far as possible, appoint a successor having like qualifications, official and other, to the member vacating office. Any member of a committee who may cease to hold office on a school board, county council, or other electing body, shall not thereby necessarily cease to be a member of the committee.

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SCHEDULE I.

County.	Number of Members of County Committee to be elected by County Council.	County.	Number of Members of County Committee to be elected by County Council.
Aberdeen	8	Kinross	4
Argyll	7	Kirkcudbright	4
Ayr	4	Lanark	9
Banff	4	Linlithgow	4
Berwick	4	Nairn	4
Bute	4	Orkney	4
Caithness	4	Peebles	4
Clackmannan	4	Perth	5
Dumbarton	4	Renfrew	4
Dumfries	6	Ross and Cromarty	7
Edinburgh	4	Roxburgh	5
Elgin	4	Selkirk	4
Fife	4	Stirling	4
Forfar	4	Sutherland	4
Haddington	4	Wigtown	4
Inverness	8	Zetland	4
Kincardine	5		

(Circular to Secondary Education Committees.)

C. 359.

SCOTCH EDUCATION DEPARTMENT,

16th August, 1905.

SIR,

My Lords will be glad to receive at your early convenience the *Annual Statement of the Accounts* of your Committee, together with a *Short Report* on the work of the Committee and the progress of Secondary and Technical Education in their district during the past year. I am accordingly to request that you will be good enough to forward to this Department, on one of the enclosed forms, a certified statement of the Accounts of your Committee for the 12 months ended 15th May, 1905, together with Summaries (on one of each of the enclosed forms) showing the amount paid on account of each School or Scholar during the same period. Additional forms for the Summaries will be supplied if required.

I am also to call your attention to the terms of paragraph 18 of the Minute of 10th June, 1897, and to request that my Lords may be informed *before the 1st November next*, whether your Committee propose to distribute the grants available to them for purposes of Secondary and Technical Education during the current financial year under their *Existing Scheme*, or whether they propose to submit an *Amended Scheme* under paragraph 14

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of the Minute for the distribution of such grants. The considerations set forth in the present communication should receive the serious attention of the Committee before a decision is arrived at with regard to the current year's proposals.

If, after due consideration, the Committee resolve to follow the former course, it will be sufficient that a certified copy of their resolution be forwarded to this Department, but if a new scheme is adopted, the Committee should, as soon as the draft of the amended scheme has been submitted to the Department, announce, by advertisement in one or more newspapers circulating in the district, as nearly as may be in the form shown in Appendix I., that the scheme has been submitted, and should forward to the Department copies of the newspapers containing the advertisement.

The *scheme* should be submitted *in duplicate*, and should be framed so as to show clearly, in separate paragraphs, duly numbered, the particulars relating to the proposed allocation of the grant. The *Report* on the work of the past year and the *scheme* for the current year should not be combined in the same document.

The amount available for distribution amongst the Secondary Education Committees for the year 1905–1906 is the same as last year. Particulars are shown in the Table appended (See Appendix II.).

Your Committee have already been informed of the amounts (if any) payable to them in respect of the year 1904–1905 for purposes of Technical Education under the provisions of paragraph 11 of the Minute of 10th June, 1897.

My Lords would again direct attention to the following considerations which They think should be kept in view by Committees in formulating schemes for the current year. It is by such considerations that my Lords will be guided in dealing with the proposals made.

(1.) The primary object of the funds administered by Committees is the promotion of Higher Education—which may, with sufficient exactness, be defined to be systematic education beyond the stage indicated in Article 29 I. of the Day School Code—by means which supplement the provision which ought to be made for that purpose from the school fund of any particular district, but do not relieve the burden which may fairly fall upon that fund.

(2.) Provision for this purpose may be made in two forms—(i.) by grants to suitable schools; (ii.) by the provision of bursaries and free scholarships to individual pupils. These two objects are quite distinct, and confusion is apt to result from the attempt to combine them, as, *e.g.*, by making the grant to a school depend on the provision of a certain number of free places. The grant

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to each school ought to be determined by the considerations stated in the next paragraph; the free scholarships should be regarded as grants to *individuals*, and should take the form of paying either through the pupil, or directly to the Managers of the school, the *normal* fees of the school attended by the pupil to whom the scholarship is granted.

(3.) (*a*) Grants to schools should, unless in very exceptional circumstances, be confined to Higher Class Schools and Higher Grade Departments of State-aided schools. The amount should not vary directly with the attendance or with the number of Leaving Certificates gained, but should be determined solely by consideration of the needs of the school as shown by a statement of income from fees, grants, Common Good, etc., and of estimated expenditure upon equipment, staff, etc., provided that such expenditure is approved by the Committee as reasonable. The Department will continue to obtain and forward for the information of the Committee such a statement for all schools in their district upon forms applicable to each class of school, copies of which are enclosed herewith.

(*b*) It is recommended that the Committee's grants should not be of fixed amount (except as regards a maximum limit) but should be a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. In no case should they be such as entirely to relieve Managers from the necessity of making some contribution from their own funds, and in all cases the Committee's contribution should secure for the school some positive addition to such normal equipment and staffing as might naturally be provided from the school fund. From an examination of the returns made by School Managers on Forms S. 14 and S. 20 (copies of which have been furnished your Committee from time to time), it is clear that these conditions have not always been fulfilled in the past, and my Lords trust that your Committee will co-operate with them in endeavouring to secure, by a careful scrutiny of such returns, that any grant made is not used in substitution for, or in relief of, rates (paragraph 20 of the Minute). A certificate that such investigation has been made should be appended to the Committee's annual report, and special mention should be made of all cases where the Committee has reason to doubt the propriety of the expenditure.

(*c*) My Lords do not regard individual successes in the Leaving Certificate Examination as a suitable basis for the distribution of grants. But the general result of these examinations in any particular case—the circumstances of the school being taken into account—will aid the Committee in determining whether the grant should be continued at all, or continued with such stipulations for increased efficiency as they may think it necessary to make.

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(4.) (*a*) The conditions of the competitions for bursaries, etc., should be such as to give an equal chance to all scholars irrespective of the class of school in which they may perforce have received their previous education. All schools may reasonably be expected to give instruction in Elementary subjects up to the standard required under the Code, but all cannot be expected to be in a position to give their pupils special preparation in the initial stages of Secondary subjects. It follows that these latter subjects should, as a rule, be excluded from the scope of the selective examination if the bursaries are to serve in any degree as a means of giving the brighter pupils from the less favoured schools an opportunity of entering upon a course of Secondary Education. Ordinarily, therefore, the subjects of examination should be confined to those required for enrolment in Supplementary Courses, and the limit of age should be fixed accordingly. With a view to prolonging the attendance of bursars at Secondary Schools or Departments, bursaries might, with advantage, be arranged on a sliding scale, increasing in amount with each year of tenure.

(*b*) My Lords again recommend that special grants should be made, through Managers, to the teachers of schools not otherwise in receipt of aid under the scheme, on account of duly qualified pupils from their schools, who, whether as the result of a bursary competition or otherwise, have passed into and remain for a reasonable time at an approved Secondary School or Department. Such grants, which should be moderate in amount, will not be regarded as subject to the £10 limit referred to in paragraph 10 (*e*) of the Minute, and payment is not conditional upon the production of a Certificate under the provisions of paragraph 21 of the Minute.

Additional copies of this Circular are enclosed for the use of members of the Committee.

I have, etc.

J. Struthers

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APPENDIX I.

Form of Advertisement.

Committee on Secondary Education for the County (*or as the case may be*) of_____

Notice is hereby given that the Committee on Secondary Education for the County (*or as the case may be*) of_____have this day submitted to the Scotch Education Department a scheme for the distribution of the sum available to them under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892, and the Minute of the Committee of Council on Education in Scotland, dated 10th June, 1897, as amended by the Minute of 30th April, 1900; and that in accordance with paragraph 16 of the said Minute, the Scotch Education Department will, during one month from this date, be prepared to receive any objections to such scheme made to them in writing by any public body or persons interested in the same. Statements of objections should be forwarded in duplicate.

Copies of the Scheme may be obtained from the Committee by School Boards or other school managers in the district at a charge of_____(*not to exceed one shilling*).

(Signed)_____

Clerk to the Committee.

Address_____

_____

Dated this_____day of_____1905.

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APPENDIX II.

TABLE showing how much each Committee will receive of the sum of 55,300*l.* under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900.

County.	Fixed Grant.	Amount of Grant according to Population.	Total.
	£	£ s. d.	£ s. d.
Aberdeen (excluding Burgh)	200	1,702 17 0	1,902 17 0
Argyll	200	788 10 10	988 10 10
Ayr	200	2,691 3 4	2,891 3 4
Banff	200	656 5 9	856 5 9
Berwick	200	330 12 6	530 12 6
Bute	200	199 10 11	399 10 11
Caithness	200	359 14 11	559 14 11
Clackmannan	200	338 17 11	538 17 11
Dumbarton	200	1,210 3 10	1,410 3 10
Dumfries	200	770 16 1	970 16 1
Edinburgh (excluding City and Leith Burgh)	200	992 17 2	1,192 17 2
Elgin	200	472 12 10	672 12 10
Fife	200	2,324 7 9	2,524 7 9
Forfar (excluding Dundee)	200	1,305 9 4	1,505 9 4
Haddington	200	410 13 6	610 13 6
Inverness	200	956 14 5	1,156 14 5
Kincardine	200	334 19 4	534 19 4
Kinross	200	70 15 7	270 15 7
Kirkcudbright	200	419 13 3	619 13 3
Lanark (excluding Glasgow City and Govan)	200	5,133 5 2	5,333 5 2
Linlithgow	200	705 14 4	905 14 4
Nairn	200	92 12 7	292 12 7
Orkney	200	304 16 6	504 16 6
Peebles	200	159 13 8	359 13 8
Perth	200	1,316 19 2	1,516 19 2
Renfrew	200	3,128 19 10	3,328 19 10
Ross and Cromarty	200	812 0 1	1,012 0 1
Roxburgh	200	515 2 9	715 2 9
Selkirk	200	248 8 3	448 8 3
Shetland	200	299 3 3	499 3 3
Stirling	200	1,507 13 9	1,707 13 9
Sutherland	200	227 14 5	427 14 5
Wigtown	200	345 16 0	545 16 0
School Board Burghs.			
Edinburgh	200	3,368 10 5	3,568 10 5
Glasgow	200	6,622 1 0	6,822 1 0
Aberdeen	200	1,630 8 4	1,830 8 4
Dundee	200	1,711 17 9	1,911 17 9
Leith	200	822 10 3	1,022 10 3
School Board Parish.			
Govan	200	2,209 16 3	2,409 16 3
Total £	7,800	47,500 0 0	55,300 0 0

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LIST OF SECONDARY EDUCATION COMMITTEES.

[MAY, 1906.]

No.	County, Burgh, or Parish.	Inspector nominated by Department to act on Committee.	Name and Address of Clerk.
	BURGHS.		
1	Edinburgh	A. E. Scougal, Esq.	R. G. Scott, Esq., W.S., 6, Hill Street, Edinburgh.
2	Glasgow	A. R. Andrew, Esq.	G. W. Alexander, Esq., 129, Bath Street, Glasgow.
3	Aberdeen	J. Boyd, Esq.	G. Cruden, Esq, 9, Golden Square, Aberdeen.
4	Dundee	J. M. Wattie, Esq.	J. Thornton, Esq., 15, Albert Square, Dundee.
5	Leith	A. O. Barrie, Esq	R. Hardie, Esq., 8, Links Place, Leith.
	PARISH.		
6	Govan		J. A. Craigie, Esq., LL.D., 151, Bath Street, Glasgow.
	COUNTIES.		
7	Aberdeen	J. Boyd, Esq.	John Clarke, Esq., 7 Chanonry, Old Aberdeen, Aberdeen.
8	Argyll	D. Munro Fraser, Esq.	M. Sinclair, Esq., County Buildings, Lochgilphead.
9	Ayr	A. Lobban, Esq.	J. E. Shaw, Esq., County Buildings, Ayr.
10	Banff	J. Boyd, Esq.	J. G. Fleming, Esq., Town and County Bank Buildings, Keith.
11	Berwick	C. J. N. Fleming, Esq.	Joseph Wilson, Esq., County Clerk, Duns.
12	Bute	A. R. Andrew, Esq.	R. D. Whyte, Esq., County Office, Rothesay.
13	Caithness	J. A. Macdonald, Esq.	J. Young, Esq., County Clerk's Office, Thurso.
14	Clackmannan	A. D. Millar, Esq.	J. Cuthbert, Esq., Candleriggs, Alloa.
15	Dumbarton		H. Hutcheson, Esq., 115, Wellington Street, Glasgow.
16	Dumfries	Dr. Thomson	John Robson, Esq., County Buildings, Dumfries.
17	Edinburgh	A. O. Barrie, Esq.	J. Stewart, Esq., S.S.C., 3, Thistle Court, Edinburgh.
18	Elgin	W. W. McKechnie, Esq.	J. McIsaac, Esq., Elgin.
19	Fife	Dr. Dunn	W. D. Patrick, Esq., County Buildings, Cupar-Fife.
20	Forfar	J. M. Wattie, Esq.	R. F. Myles, Esq., National Bank Buildings, Forfar.

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No.	County, Burgh or Parish.	Inspector nominated by Department to act on Committee.	Name and Address of Clerk.
21	Haddington	A. O. Barrie, Esq.	John D. Watson, Esq., County Clerk's Office, Haddington.
22	Inverness	J. L. Robertson, Esq.	Messrs. Anderson and Shaw, W.S., Inverness.
23	Kincardine	J. Boyd, Esq.	A. W Kinnear, Esq., Stonehaven.
24	Kinross	A. D. Millar, Esq.	W. K. Falconer, Esq., Kinross.
25	Kirkcudbright	Dr. Thomson	Adam Brown, Esq., County Buildings, Kirkcudbright.
26	Lanark	R. Harvey, Esq.	J. A. Craigie, Esq., LL.D., 151, Bath Street, Glasgow.
27	Linlithgow	A. E. Scougal, Esq.	J. G. B. Henderson, Esq., Linlithgow.
28	Nairn	W. W. McKechnie, Esq.	H. T. Donaldson, Esq., Nairn.
29	Orkney	J. Boyd, Esq.	Duncan J. Robertson, Esq., Kirkwall.
30	Peebles	C. J. N. Fleming, Esq.	J. Ramsay Smith, Esq., County Clerk, Peebles.
31	Perth	J. Clark, Esq.	D. Marshall, Esq., County Buildings, Perth.
32	Renfrew	D. Munro Fraser, Esq.	James Caldwell, Esq., County Buildings, Paisley.
33	Ross and Cromarty	J. L. Robertson, Esq.	Alex. Ross, Esq., Dingwall.
34	Roxburgh	C. J. N. Fleming, Esq.	P. Stormonth Darling, Esq., County Clerk, Kelso.
35	Selkirk	C. J. N. Fleming, Esq.	John Steedman, Esq., County Clerk, Selkirk.
36	Stirling	A. D. Millar, Esq.	Patrick Welsh, Esq., County Buildings, Stirling.
37	Sutherland	J. A. Macdonald, Esq.	Archibald Argo, Esq., Golspie.
38	Wigtown	Dr. Thomson	C. A. McLean, Esq., Wigtown.
39	Zetland	J. Boyd, Esq.	A. Sutherland, Esq., Lerwick.

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LIST OF SCHOOLS recognised by the SCOTCH EDUCATION DEPARTMENT as HIGHER CLASS PUBLIC SCHOOLS under Sections 62 and 63 of the EDUCATION (SCOTLAND) ACT, 1872.

County.	Name of School.
Aberdeen	Aberdeen Grammar School (Boys).
	,, High School for Girls.
Ayr	Ayr Academy.
	Irvine Royal Academy.
Berwick	Duns, The Berwickshire High School.
Dumfries	Dumfries Academy.
Edinburgh	Edinburgh Royal High School.
Elgin	Elgin Academy.
Fife	Dunfermline High School.
	Kirkcaldy ,, ,,
Forfar	Arbroath ,, ,,
	Brechin ,, ,,
	Forfar Academy.
	Montrose ,,
Haddington	Haddington, Knox Institute.
	North Berwick High School.
Kirkcudbright	Kirkcudbright Academy.
Lanark	Glasgow High School.
	Glasgow High School for Girls.
	Hamilton Academy.
Linlithgow	Linlithgow Academy.
Peebles	Peebles Burgh and County High School.
Perth	Callander, McLaren High School.
	Perth Academy.
Renfrew	Greenock Academy.
	Paisley Grammar School and W. B. Barbour Academy.
Roxburgh	Hawick, Teviot Grove Academy.
Selkirk	Galashiels Academy.
Stirling	Falkirk High School.
	Stirling ,, ,,

May, 1906.

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Report *for the year* 1905 *by* J. Struthers, Esq., C.B., LL.D., on Secondary Education in Scotland.

My Lords, 7th December, 1905.

In presenting my first Annual Report on Secondary Education in Scotland, it is appropriate that I should begin by drawing Your Lordships' attention to the rapid and remarkable development which the system of inspection of Secondary Schools has undergone during the twenty years that have elapsed since its initiation by my immediate predecessor. Sir Henry Craik's conspicuous services to the cause of education require no words of eulogy from me. But I may, perhaps, be permitted to say that it is those who have been most closely associated with him in his work who are most deeply sensible of the value of what he has been able to do for his native country. His term of office must always remain memorable, and in no direction is the evidence of progress more striking than in that of which I have now to speak. Beginning in 1886 with the inspection of thirty-one schools, the organisation has grown steadily until, in the present year, as many as 110 schools applied for inspection. An important stage was marked by the definite institution of the Leaving Certificate Examination in 1888. In that year candidates came forward from twenty-nine schools only. In 1891 the number of schools participating had risen to fifty. The admission of State-aided Schools brought the total up to 115 in 1892. This year no fewer than 393 have presented pupils as candidates, in addition to 435 which have presented pupil teachers only. These figures speak for themselves and require no comment. Striking as they are, however, they cannot convey an adequate impression of the full measure of improvement that has been wrought under Sir Henry Craik's *régime*. I think those most familiar with the local administration of education in Scotland will be unanimous in the opinion that, coincident with the growth of the system, there has been a steady advance in its efficiency. On the other hand, the officers of the Department will most readily bear testimony to the loyal way in which Managers and Teachers have, as a rule, responded to the increasingly severe calls that have been made upon their energies. The position of Secondary Education in Scotland is still far from being what the highest interests of our country demand that it should be. But in the last quarter of a century a great deal of ground has been gained.

Initiation and development of inspection of Secondary Schools.

Institution of the Leaving Certificate Examination.

Steady advance in efficiency.

Of the 110 schools referred to as applying for inspection, the large majority were Secondary Schools in the full sense of the term, that is, schools which aim at providing at least five, and possibly six, distinct annual stages of higher education beyond the level of attainment in elementary subjects indicated in Article 29 I. of the Day School Code (the "qualifying examination"). But it should be borne in mind that within the last few years there has come into existence, under the operation of the Code itself, a new type of school that has a contribution of its own to make towards the education of the Scottish people. This is the Higher Grade or Intermediate School which is intended to meet the needs of pupils who have to leave at fifteen or sixteen, and which

Secondary Schools.

Higher Grade or Intermediate Schools.

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accordingly aims at providing three, and possibly four, distinct annual stages of higher education beyond the qualifying examination stage.

The Higher Grade Schools were established by the Code of 1899, and, so far as the rural districts are concerned, they are for the most part developments of the more successful of the old parish schools. Their normal curriculum comprises, on the one hand, English, History, Geography and Languages; on the other hand, Arithmetic, Mathematics, Experimental Science and Drawing. Realistic studies bulk more largely than they do in the traditional secondary course, although reasonable prominence is given to the literary side of the curriculum also. That the institution of these schools met a keenly felt want is clearly demonstrated by the extent to which the proposals of the Code have been taken advantage of. In 1900 the total number of Higher Grade Schools was 31. In 1905 it has risen to 131. They now cover the country like a network, hardly a single county being without one. Lanark with its dense population supports as many as 30, while Midlothian has 13, Aberdeenshire 10, Ayr, Banff, Dumbarton, Fife, and Sutherland 6 each, Inverness, Renfrew, and Ross 5 each, and other districts in proportion. The value of such centres, if properly utilised, ought to be incalculable. But there are two points in regard to which a word of warning may not be out of season.

Increase in number of Higher Grade Schools.

In the first place, it is but too evident that there is a tendency to employ these Higher Grade Schools for a wrong purpose. The statistics at the disposal of the Department show that the proportion of scholars who complete the full curriculum falls far short of what it ought to be. This means that many are enrolled who have no intention of remaining at school beyond fourteen. In other words, it means that the first year of the Higher Grade Course is being taken by large numbers of pupils whose needs are much more suitably provided for by Article 21 of the Code. This is a matter which is engaging the earnest attention of His Majesty's Chief Inspectors, with whom rests the responsibility of reporting upon the schools in question.

Full curriculum frequently not completed.

In the second place, it would be idle to shut one's eyes to a risk of another kind. Where no fully developed Secondary School is readily accessible, it is the obvious duty of Managers to foster the most advanced instruction given in their Higher Grade School, so that this latter may be fitted to serve as more than a merely Intermediate centre. On the other hand, where good Secondary Schools are already in existence and where capable pupils can make their way to them by bursaries, the plainly marked out policy of the Higher Grade Schools and of the Secondary Schools alike, is to work in the direction of co-operation. The peculiar function of each is sufficiently important and sufficiently honourable to claim a place for itself in the educational organism. It is just here that Scotland—and, in a very conspicuous degree, Edinburgh—suffers most severely from the lack of any approach to a co-ordination of authorities. The resources that can be drawn on for the support of higher education are none too abundant. The possibility of waste through unnecessary competition is grievous to contemplate.

Duty of Managers.

Co-ordination of Authorities.

Your Lordships have indicated most unmistakably the goal at which you consider that the Secondary and the Intermediate Schools should respectively aim. The Leaving Certificate marks the completion of a full curriculum in the former. The Intermediate Certificate serves a like purpose in connection with the latter. This year it has been

Leaving and Intermediate Certificates.

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possible for us to award 499 Leaving Certificates, as against 403 issued last year, while the number of Intermediate Certificates gained has risen similarly from 749 to 841. These increases may be looked upon as highly satisfactory evidence of progress. Statistics as to Certificates gained.

With regard to the various kinds of Special Certificates which have been instituted by Your Lordships, I regret to say that the results up till now have not been at all encouraging. For the Commercial Certificate one candidate was presented but failed. For the Technical Certificate three candidates were presented, two of whom passed. For the Special Group Certificate three candidates were presented, of whom all passed. These figures would appear to suggest that the advantages offered by Your Lordships have not yet been fully realised by Managers. On one point there is, indeed, a considerable amount of misapprehension. It is not so well understood as it ought to be that these certificates are granted not on the strength of a fixed number of examination passes, but on the successful completion of a properly organised and approved course of instruction. The primary conditions are (1) that all pupils who propose to enter upon the course should first have reached a certain standard of general education, this standard corresponding, as a usual rule, to what may be roughly called the stage of the Intermediate Certificate, and (2) that the course itself should have been approved by Your Lordships as well adapted to the purpose it is intended to serve. As the Certificates are special ones, a reasonable amount of specialisation—within limits, of course—is looked for. Special Certificates. Conditions under which they are granted.

It is remarkable that the results should be nowhere so disappointing as in the case of the Commercial Certificate, and it will be found that these results are entirely borne out by the evidence furnished by the written papers in single subjects. Much is heard in the way of complaint as to the unsatisfactory character of the training received at school by boys destined for a business career. This dissatisfaction, as Sir Henry Craik remarked last year, is a thoroughly healthy sign, for there can be no doubt that if real improvement is to be effected two things are necessary. In the first place, and principally, merchants and business houses must extend some sort of practical encouragement to boys to equip themselves properly before they enter an office. It is idle to expect that lads will stay at school until the age of sixteen or seventeen, if, when they begin to look out for employment, they find themselves treated exactly in the same way as those who have left school at fourteen, or perhaps even as those who have made their escape at twelve under shelter of the Exemption Clause. In the second place, it is essential that thoughtful men in daily touch with business conditions should make up their minds definitely as to the subjects which ought to find a place in the curriculum of the commercial side of a Secondary School, and should carefully study the problems as to the most advantageous ways of teaching these subjects. Within the course of the last few months distinct promise has, I am glad to say, been forthcoming, that, so far at least as one district of Scotland is concerned, the latter condition is likely to be fulfilled. An important movement has been initiated within the Edinburgh and Leith Chambers of Commerce, having for its object the formation of a committee competent to give a reasoned opinion on the various questions connected with the subject. Your Lordships have caused it to be known that if such a committee were formed in Edinburgh or in a corresponding Commercial Certificate. Results disappointing. Co-operation of Merchants and others required. Formation of Committees.

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centre elsewhere (Glasgow, Aberdeen, Dundee)—a board, as it were, which should be related not to one school only but to all schools within a given district that had an approved commercial department—Your Lordships would be glad to co-operate with them in every possible way, and would be prepared to consult them as to the selection of suitable schools, the devising of a suitable curriculum, and the choice of suitable persons to report on the efficiency of the education given for the actual purposes of business requirements.

Inspection and Written Examination.

Turning from general results to consider what has been achieved in individual subjects, I shall endeavour to collate, as far as may be possible, the impressions received by the visiting examiners with those that have been reached by a study of the papers written at the Leaving Certificate Examination. As a rule, the conclusions suggested by the two kinds of evidence are substantially identical. The nearer they can be brought to absolute agreement, the greater the confidence that will be felt in the system as a whole. I can only say that, while we make every effort to enlist the aid of men of judgment and experience in the work of inspection, we spare no pains to be rigidly fair and impartial in dealing with the written papers. The difficulties attaching to the latter task are very great. However valuable a general examination may be as a stimulus to teachers and as a test of the work of their pupils, it is beyond dispute that it may readily degenerate into an instrument of tyranny. It is in order to avoid such a danger that Your Lordships have consistently declined to prescribe definite books for study in connection with the examination for Leaving Certificates. This policy has been justified by its results, but it has added greatly to the responsibilities of the Examiners. In certain subjects the difficulty of setting satisfactory papers is extreme. On this point some remarks by the Chief Examiner in English may be quoted. He says :—

Difficulty of setting satisfactory papers.

"The questions asked must not be too particular, or they give full marks to one candidate, and none to another, equally good, but not so lucky. They must not be too general, or they afford an opening for those pupils who come into the examination room with a number of carefully prepared rigmaroles committed to memory as an armoury against the assaults of the examiner. Some option is inevitable, and the more difficult options tend to become a dead-letter, or, what is no less to be regretted, bring failure on students who might easily have passed had they shown more judgment, or less courage, in the choice of questions. The balance, again, must be held between exact, detailed knowledge and that taste and enjoyment which often seems to flourish most where knowledge is least exact."

Under these circumstances, great care and vigilance are called for, and, on the whole, I think it may fairly be claimed that those who set the papers are reasonably successful in avoiding the pitfalls that surround them.

Publication of Results.

But it is not only in the setting of the questions that danger lurks. Statements of results may also be seriously abused. Misleading comparisons are apt to be instituted between schools where the conditions are entirely dissimilar. And in this way, as well as by concentration of attention on what is, after all, but one aspect of a teacher's work, grave injustice may be done. For this reason, Your Lordships have steadfastly discouraged the publication by Managers of the number of passes and failures among the pupils of particular schools. Hitherto it has been customary to give, in the

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Annual Report, the figures for each subject, taking the whole of Scotland collectively. It was well that these should be known over a series of years in order that those interested might be in a position to form some opinion of the general standard aimed at. This purpose has now been served, and it seems desirable that the official issue of such statistics should henceforth be discontinued. There has recently been discernible a distinct tendency to make what is called the "average pass" into a fetish, and to appraise the work of individual teachers by reference to this, and to this alone. As a matter of fact, the only figures that have any real value as a measure of the manner in which a school is fulfilling its function, are those that relate to Group Certificates, as given above.

I come now to the separate subjects.

English.

Importance of instruction in English.

In previous reports Sir Henry Craik has dealt fully and forcibly with the supreme importance of efficient instruction in the mother tongue, and also with some of the special weaknesses and difficulties by which the teaching of the subject in schools is beset. The reports of the visiting examiners indicate that, on the whole, a distinct, if gradual, improvement is discernible. The more formal part of the work is, as a rule, exceedingly well done, spelling being satisfactory and grammar drill sound. The other side of the shield is the too frequent lack of adequate endeavour to impart any real mastery of the language as an instrument of expression. Some inspectors, too, speak strongly as to an imperfect realisation of the need for effort to awaken a genuine love and appreciation of English literature. On both these points, there is something to be said for the defence. Comparatively few pupils, after all, possess the natural gifts that are essential if the endeavour and the effort on the part of the teacher are to be successful. With all this, however, it remains true that much can be done by system and method, by careful mapping out of curricula, by properly graded courses of exercises in composition. In these respects we have still much to learn from other countries, notably from France and from Germany. Above all, the work in any school should be so organised as to leave time for a judiciously supervised course of home reading.

Some defects in instruction.

Suggestions.

History.

It is interesting to observe that there is a tendency to give more attention to the literary aspect of English study in girls' schools than in schools for boys. There are obvious reasons why it should be so. But it is less easy to understand why this tendency should sometimes be accompanied by a neglect of History and Geography. With regard to the teaching of History generally, it is matter of common remark that the study of special periods is not always preceded by a sufficient acquaintance with the main outlines. Even within the special periods, isolated facts and dates may be at complete command, while the pupil remains in absolute ignorance of their real significance. It cannot be too strongly insisted upon that if a pupil has learned, with dates, the principal events of the reign of (say) King John, or King Henry VIII., and does not know that these events are concerned with the Papal claims—if he has learned anything about the Reform Bill, or the Education Act of 1870—and does not perceive that these

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enactments have something to do with the progress of democracy, then he has learned nothing.

Geography.

So it is with Geography. Mere catalogues of rivers and mountains and towns will remain meaningless lists so long as they are devoid of living association. Nor are matters much improved by a pupil's ability to point them out on a map unless he has some real idea as to what a map means. To the best teachers this is, of course, already a commonplace. But it is to be feared that there are still too many who try to teach Geography by rule of thumb. On the whole, however, it is gratifying to find an increasing interest in the scientific teaching of the subject, and a growing disposition to regard it in its true light as simply a form of nature study. It is worth pointing out that even with good teachers the work is sometimes confined to maps of large areas in which it is absolutely impossible to give much detail. Such comprehensive maps are, of course, a necessary and valuable factor in any geographical course. But the interest of the pupils would, undoubtedly, be quickened, if at some stage they were brought face to face with maps representing clearly features that can be actually observed by themselves. In this connection, it should be mentioned that the Ordnance Survey Office are prepared to supply to educational authorities, at a quite nominal scale of prices, special editions of the sheets of the one-inch scale maps of Scottish districts. The value of such maps for the study of the home region cannot be over-estimated. In the hands of a skilful teacher, they can be made to give a powerful stimulus to youthful minds, simple practical exercises being easy to devise in almost endless variety.

Ordnance Survey Maps.

Coming to the reports of those responsible for the revision of the papers written at the Leaving Certificate Examination and dealing first with the work of the 6,115 Lower Grade candidates, I find a consensus of opinion that the results are well up to the average of recent years, that the selection of candidates is, taken all over, carefully made (though there is still room for improvement), that the average age has slightly risen, that the legibility of the handwriting and the general neatness of the work are highly satisfactory, that the objectionable practice of enclosing cancelled words in brackets has almost disappeared, but that candidates still fail to read the directions with sufficient care. Spelling, composition, and possibly paraphrasing have improved, but not punctuation or analysis. The historical study of the language in vocabulary and syntax has been neglected. On the other hand, the candidates have been carefully instructed in History and Geography, although in these branches it too often happens that memory has been more cultivated than intelligence.

Results in Lower Grade satisfactory.

In the Higher Grade, where the number of candidates was 4,315, composition was rather disappointing. The general view of the revisers is that the essays, though fairly lucid, fairly well expressed, and free from gross errors of spelling and grammar, were, on the whole, dull, defaced with juvenile rhetoric, and deficient in directness and unity. Paragraphing was too often ignored and punctuation was haphazard, the comma being greatly abused. Some of these faults flow from a plethora of matter, some from a desire to fill the paper, as if quantity were the one thing needful, and some from the difficulty which young people have in choosing and sticking to a point of view. Most of the candidates did the paraphrase moderately well, in the sense that

Higher Grade disappointing.

The Paraphrase.

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they gave a somewhat vague, somewhat colourless, but yet not unrecognisable translation of Wotton's ideal, but that very few caught and reproduced the characteristic tone—Stoical rather than Christian—of the piece, while the majority came to grief over one or two of the expressions and some even over the grammar. It should be noted that the question on prosody showed that the knowledge of terminology was very defective; words like "catalectic" were employed in obviously unintelligent fashion. Corrections of sentences were usually satisfactory, explanations much less so. The two more distinctively literary questions yielded results that were decidedly gratifying. They gave convincing evidence of direct study and genuine appreciation of at least some portions of classical English literature. Many of the candidates displayed a wider acquaintance with Shakespeare and Scott than could possibly have been gained from class-reading only. By common consent, the answers on History and Geography were, on the whole, full and good, and marked a genuine advance on former years, although, as in the Lower Grade, the candidates showed to more advantage in retailing biographical or topographical facts than in tracing broad historical movements or the operation of causes in geography. To sum up, the testimony of the papers completely bears out the impressions received by the visiting examiners. The teaching is sound as to facts and important points. But it is too rigid and formal, and does too little to encourage independent thought. Freer handling would be a great gain. Yet the knowledge shown was, as a rule, genuine knowledge and not cram.

The Literary Questions.

Teaching sound as to facts, but too rigid.

The Honours papers may be dealt with briefly. The number of candidates presented was 454. Here, again, there are signs that the study of English is advancing steadily. There are indications that the candidates trust less to elaborately prepared notes than in former years. But the influence of second-hand criticism of literature is still far too much in evidence. It was disappointing to note a wide-spread ignorance of Scottish history, even among these picked pupils who may be supposed to represent the outcome of the most advanced teaching in Scottish Schools. A large percentage of the Honours candidates who wrote on Montrose confused him with Claverhouse. Similarly, William the Lion was discussed on the supposition that he was William the Conqueror, while one candidate—an Edinburgh candidate, too—went so far as to ascribe to Jeanie Deans the exploit of Jenny Geddes.

Honours: steady advance.

Some defects.

Classics.

On the whole, there is probably no school subject in which the lines of work are so clearly defined by tradition as they are in Classics. The immediate end to be attained is necessarily determined by University requirements. While it is certain that the standard of these has risen very considerably in recent years, their general character remains, and is likely to remain, unchanged. As a rule, the methods employed by teachers are also conventional. But it is interesting to note that here and there an endeavour is being made to apply to Latin and even to Greek the fundamental principle of the so-called 'New Method' of language teaching. Inspectors who have had an opportunity of watching these experiments are unanimous in testifying to the stimulating effect produced upon the pupils, but they add

The 'New Method.'

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some useful criticisms. One examiner of great experience says, for instance :—

> 'I do not think it is good for boys of thirteen or fourteen to be confined to the first conjugation. It is an essential feature of the 'New Method,' as it was of the oldest method, that the learner should be familiarised at the very beginning with what may be called the phraseological machinery of the language. The knowledge of such expressions as *dic mihi*, *veni mecum* should precede the learning of the third and fourth conjugations, and the restriction to the first conjugation seems to me an illogical survival from the traditional routine . . . . A great deal might be done by following out the hints of the *Colloquia* of Erasmus. What is really wanted is a modernised version of that work."

Even as regards the conventional method, one can discern a striving after improvement. Thus, there are distinct indications of a tendency to lighten the burden of grammatical forms imposed upon the learner. It is becoming more generally recognised, particularly in reference to Greek, that much of what used to be regarded as part of the necessary equipment of the young scholar is really useless lumber, of no importance to anyone save the lexicographer. It is satisfactory, too, to learn that there is a decided diminution in the number of cases where collections of disconnected extracts have formed the main basis of systematic study. On the other hand, attention is drawn by more than one examiner to what must be looked upon as a serious defect. Horace and Homer appear to be rapidly losing the position they once rightly held in the curriculum of every classical pupil. In so far as this is due to the type of paper which it has become customary to set in those written examinations by which the policy of the schools is so largely determined, it is a matter that calls for very careful consideration.

Points for consideration.

Quantities.

The reports further show that quantities in many schools continue to be halting and uncertain. This weakness is directly connected with the absence of any clear common understanding as to the pronunciation of Latin and Greek. In the light of modern philological research, it ought not to be impossible for teachers to arrive at some simple *concordat* on the subject. One or two of the examiners plead, and rightly plead, for a larger amount of repetition in Latin and Greek, and also for the introduction of elementary instruction in verse composition—an exercise at present unknown in all save one or two special schools. However desirable it may be that there should be progress in these directions, it is to be feared that it is hopeless to look for it under existing conditions. In the normal secondary school the curriculum of the upper classes is already overloaded. If, however, it were found possible to lighten it by the introduction of greater elasticity, as has been suggested by Sir Henry Craik in more than one recent Report, the hands of classical teachers would be freer, and a fresh impetus would probably be given to this and to every other branch of higher education in Scotland.

Latin.

The number of candidates presented in Latin at the Leaving Certificate Examination was as follows :—Lower Grade, 2,204 ; Higher Grade, 1,069 ; Honours, 96. This implies a moderate increase in Lower and in Higher Grade, and a considerable diminution in Honours. As usual, the work of the Lower Grade candidates was of very mixed quality. The results in Higher Grade show a greater uniformity of attainment, and furnish evidence of much sound work. Revisers once

Lower and Higher Grades.

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more dwell upon the recurrence of certain common types of error. Conspicuous among these is the failure to apply the touchstone of commonsense as an aid to translation. More attention is being given to scansion, but not a little of the teaching in this direction would appear to be mechanical and unintelligent, a defect that is always likely to attach to it so long as it is not accompanied by easy practical exercises. A larger proportion of the candidates now attempt the history questions. The lack of any adequate "background" of what may be called general knowledge is, however, still painfully evident. Even the Honours papers, which were of considerable general merit, showed a deficiency in this respect, the drift of the passage from Lucan being often missed through ignorance of the story of Troy. At all stages there was great room for improvement in the style of translation.

Scansion.

Honours.

For the written papers in Greek, there were presented 484 candidates in Lower Grade, 317 in Higher Grade, and 35 in Honours. The summary of the Chief Examiner touches on so many points of importance that I quote it *in extenso* :—

Greek.

Summary of Chief Examiner

"In the Lower Grade the number of conspicuous failures was considerably less than last year, the translation from Greek into English being decidedly better. The general drift of the passage was clearly caught in most cases, and, where it was missed, this was generally due to the usual cause, ignorance of the most elementary facts of history and mythology. A proper name always gives rise to mistakes, and it was not uncommon to find Xerxes (or 'Zerxes') in command of the Lacedæmonians. It ought surely to be possible for mistakes of this kind to be eradicated. The accidence was good and the syntax was fairly well done.

Lower Grade.

"In the Higher Grade the work reached a satisfactory level, the number of candidates who had obviously no chance of attaining a pass standard being comparatively small. The passage from Xenophon's *Oeconomicus* was fairly well done, but too little attention was paid to the argument of the piece and the interrelation of its parts, with the result that particles were often omitted or mistranslated. The passage from Euripides was much more popular than that from Homer, and there are signs that Homer is tending to disappear from the *curricula* of Scottish Schools. To counterbalance this tendency, it may be necessary in future to increase the difficulty of the verse passage set as an alternative to Homer, and to draw upon other writers than Euripides.

Higher Grade.

"The syntax is still weak, and it is here that improvement is most called for. The 'continuous prose' is a mere sham unless it is based upon accurate syntactical knowledge. It is distressing to find in paper after paper such mistakes as the use of the subjunctive after εἰ or in indirect questions. The reviser says: 'Parsing was the weakest point of many of the papers and seemed to point to the retention of obsolete text-books in many of the schools.' It ought to be understood that the language dealt with in this part of the paper is classical Attic prose, and no word was given in the paper which is not of fairly common occurence in the best writers. Such forms as ἀπηγόρευκα and ἔζηκα are not admissible, and it ought to be understood by this time that the present indicative active of ἀνερρήθη is ἀναγορεύω.

"The standard of the Honours papers remains high, and a large number of those who failed to get Honours but passed on the Higher Grade did admirable work. The Greek prose was particularly well done, and in most cases the accentuation was correct. The weakest part of the paper was the question on English words derived from Greek and yet this ought to be well done if the candidates were properly taught. Several candidates thought that a 'panic' was something which 'happened to all.' It is strange that they should have read the history of the Persian Wars without knowing better. The legal and constitutional terms were not well known, but this is of less importance. On the whole, the Honours papers, including those which failed to reach the Honours standard, do great credit to the schools from which they come."

Honours.

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French.

Progress in French.

French continues to grow in popularity, and it is certain that, over a series of years, there has been a marked rise in the level of average achievement in the schools of Scotland. It may be useful to specify in some detail the more important weaknesses that have been commented on by inspectors generally. Pronunciation demands much more attention. Too often the instruction on this side is casual and not systematic. The reason is to be found partly, no doubt, in the fact that the curriculum of the higher classes is overcrowded. But there are contributory causes. The subject is naturally somewhat difficult for Scottish children, whose organs of speech can adapt themselves more readily to the reproduction of German sounds. Under these circumstances, the teachers tend to become hopeless of success, particularly when they are not scientifically equipped for dealing with the problem. It is striking to observe that, where the master or mistress has a working acquaintance with phonetics, the results are almost always very satisfactory. As to special faults, one of the inspectors remarks in the course of a valuable report :—

Weaknesses.

> "The dominant defects are imperfect and often inaccurate reproduction of such characteristic vocalic sounds as *u* and *eu*, which are apt to be pronounced as *oo*, the imperfect discrimination of closed and open vowel sounds, and a practically identical pronunciation of the nasal sounds. It would be amusing, if it were not deplorable, to observe the way in which such a catch phrase as *un bon vin blanc* is pronounced; '*l' mouillée* also presents difficulties. These difficulties are to be overcome partly by phonetic teaching, and this in a preponderating measure, and partly by incidental reference to etymological origin, *e.g.*, *ville*=*villa*, *fille*=*filia*, etc."

Oral Instruction

In a large number of schools some attempt is now made to apply those oral methods whose superior efficiency has come to be generally admitted by experts. In the younger classes, indeed, such attempts may be said to be the rule. In the higher classes, on the other hand, they are either for the most part abandoned, except in a few very good schools, or are employed to such a limited extent that their value is entirely lost. There would appear to be a wide-spread notion that, so far as a pupil's prospects in a written examination are concerned, oral practice is little better than a waste of time. Surely there could not be a graver mistake. Rather, patient and vigilant oral drill on a carefully graduated system ought to be a prominent feature of the work at all stages. In this lies the strongest hope for imparting to the pupils that soundness and accuracy in grammatical knowledge which are at present so sadly to seek. One of the most useful forms such drill can take is the committing to memory of a few simple passages of prose and verse, over every word and phrase of which the pupils should be trained to exercise an absolute mastery. Under the guidance of a competent teacher, endless variations of these can then be readily discovered, with the result that, at the conclusion of such a course, distinct progress will have been made towards the acquisition of an independent power of expression in French.

Character of Reading for Pupils.

Lastly, it would appear to be not uncommon to confine the reading of the higher classes far too largely to extracts. However interesting these may be as representative specimens of style, they can never have, for school purposes, the value of a continuous narrative or play, and they are often little adapted for the conversational practice that ought to be based upon them. It is clear that here again we have one of the results of mistaken views as to how to prepare for a written

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paper. The best training for unseen translation is to be found not in the study of a farrago of disconnected passages, but in a judicious compromise between the very careful reading of a moderately difficult book or books and the cursory reading of a number of easy ones. It may be argued that the time is inadequate, and that is probably true. But it would be at once an economy in this direction and a valuable discipline in another, if whole stretches of the easier texts could be read intelligently without translation. In the upper classes, greater room should be found for the study of more solid French literature, especially modern prose of a serious kind as against mere novels.

Number of Presentations

Turning to the results of the Leaving Certificate Examination, I find that in French there were presented, in the Lower Grade, 4,641 candidates; in the Higher Grade, 2,598; and in Honours, 202. The total of 7,441 is considerably more than twice as large as the total number of candidates in any other subject except English and Mathematics. As to results, it will be simplest to allow the Chief Examiner to speak for himself:—

Remarks of Chief Examiner.

LOWER GRADE.

Improvement this year.

"In the Lower Grade, most of the revisers report a marked improvement on the performance of last year, and in passing this judgment, allowance has been made for the comparative easiness of the paper. Special points of progress noted are, an extension of vocabulary, decrease of gross blunders in accidence, correcter use of tenses. Further, though the candidates who obtained three-quarter marks were very few, the total failures—those who obtained under a quarter—were equally rare. The point to which the attention of teachers should be specially directed is the translation of French into English. The 'New Method' rightly insists that the first step is to familiarise the pupil with the foreign language as it is spoken, with the sounds and phrases of every-day life, and at this stage the less of English or about English that the pupil hears the better. But directly translation is reached, it is essential that attention should be paid to English style. If such a sentence as "One day I was, a poor scholar, invited to dine with a rich man" is allowed to pass muster (and, from the evidence of the candidates' papers, in many schools it is), half the good of learning a foreign language is sacrificed.

The 'New Method.'

Translation into French.

"Translation into French was the most satisfactory part of the paper, and gave proofs of careful teaching. The passage dictated for free reproduction in French was also creditably done, but in spite of the clear direction to the contrary, the English text was servilely followed. Difficulties of construction that might by a little ingenuity have been circumvented were boldly (and badly) tackled. It is deserving of note that the worst mistakes occurred in the last sentence, obviously by reason of flagging attention.

HIGHER GRADE.

Much as before. Some criticisms.

"In the Higher Grade, the most that can be said is that the standard of last year has not fallen. In the free composition there was no marked superiority over the work of Lower Grade candidates. Mistakes, indeed, were fewer, but it was quite the exception to find an attempt to recast the anecdote, or give the sentences an idiomatic French turn. A similar criticism applies to the French letter. A majority of the candidates showed that they had been practised in letter writing, and they knew the correct epistolary ending, but the letters, with some exceptions, were childishly commonplace, and spun out with uninteresting domestic details. Wit, or even liveliness, was hardly to be looked for, but a pupil who had been properly taught might fairly be expected to have acquired such a knowledge of, and interest in, the geography and history of France as to be able to sketch out for himself a French tour; 'I shall cross to Paris where I shall put up at the Hotel de Ville; then I shall visit Monaco *via* Rouen.' This is, of course, an extreme instance, but it is typical. What is lacking is a study of *Realien*. The set piece for composition was, on the whole, much better done. The colloquial English was by no means easy to render and there were two or three really hard phrases. The commonest mistakes occurred in the use of pronouns. Moods also were frequently misused. In the prose passage to be translated into English a fair level was

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reached. Few failed to decipher the general drift, and there were fewer grotesque renderings than last year. The fault was a failure to sustain the metaphors and a tendency to loose paraphrase.

"Considering the easiness of the short sentences, with the possible exception of the last one, the performance was not remarkable.

HONOURS.

Some improvement. Statement of weaknesses.

"On the whole, there was some improvement on last year, especially in the essays. The bulk of the candidates selected the moral maxim for treatment. It did not afford much scope for originality or invention, but a number of essays were well planned, the parts well connected, and the argument enforced by apt illustrations. The prevailing mistake was the indiscriminate use of phrases and proverbs, dragged in (as a Frenchman would say) by the hair. The learning by heart of lists of idioms apart from the context is a practice to be deprecated. The best candidates naturally chose the harder literary subject, and several of these (all from girls' schools) showed that they had appreciated their Corneille or Racine and had learnt, moreover, to write easy fluent French. It is worth noting that no one seemed aware of the different signification of *drame* and *tragédie*.

"In the second paper, there was a distinct advance in the translation of French into English. In the prose passage actual blunders were rare, but the finer points were almost universally missed. The same comment applies to the poetry.

"The *résumé* or explanation of the Fable from La Fontaine was disappointing. The type of question was new, and candidates as a rule did not understand what was required of them. Most gave a close paraphrase, with whole lines textually reproduced, and this was virtually repeated in the notes. A very liberal interpretation was given to the direction '*que vous jugerez à propos*.' Some parsed every word in italics, others gave (or tried to give) the Latin derivation of each word; others wrote short sermons. It was quite the exception to find a note on the real difficulties of the passage, the archaism of vocabulary and construction.

"Last year I laid stress on the need of accuracy. This year I would, as my concluding counsel, urge on teachers the equal necessity of humanising the study of French, of endeavouring to interest pupils in the history, the geography, the literature, and the life of the nation. It is something that a pupil should have acquired at school a good accent and the ability to converse in French on everyday topics; but if he leaves school with no desire to visit France or to pursue the study of French literature, his linguistic training must be pronounced rudimentary and illiberal."

This appears to be the most appropriate point at which to refer to a matter that has a very important bearing on the future of the study of French in Scotland. I am glad to be able to report to Your Lordships that the scheme recently initiated to provide for an exchange of teachers between France and Scotland is now in full working order. During the session 1904–5 no fewer than fourteen Scottish applicants were appointed to positions in Lycées and similar institutions in France, where they served under the advantageous conditions set forth in Circular 382. The reports received are highly satisfactory, showing that the young teachers have been welcomed with kindly hospitality and have been encouraged to make the most of their exceptional opportunities for familiarising themselves with the language, the literature, and the life of France. In course of time, this system ought to react most beneficially on Scottish schools. Meanwhile, benefits of a different kind ought to be derived from the other aspect of the interchange—the presence in some of our schools of young people fresh from France charged with the special duty of leading, in French conversation, small groups of pupils drawn from the older classes. At present, the number of posts of this kind available in Scotland is more limited than is desirable in the interests of the exchange. Much credit is due to those local Managers who have

Exchange of Teachers between France and Scotland.

Benefits.

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taken an enlightened view of their responsibilities in the matter. It may confidently be anticipated that their example will be widely followed when the significance of the scheme becomes properly appreciated.

German.

Study of German declining

It is matter for regret to find that the study of German can hardly be said to be holding its own in Scotland. One may hope that this is the result of a mere passing fashion, for the importance of a knowledge of the language is vital to genuine students of ancient literature and of science. The reports of inspectors indicate that here, as in French, the 'New Method' is making headway steadily. And its application would appear to be beset by precisely the same dangers. The oral instruction is too often a mere excrescence, instead of being an integral part of the whole work. Until this is thoroughly comprehended, substantial improvement in German composition is hardly to be looked for. As one of the examiners well points out:—

The 'New Method.'

Oral Drill.

"Pictures or painted groups of things will never teach children idiom in speech. Memorising can only go a certain length. And playing at question and answer for five minutes at the end of the hour in subjects extraneous to the lesson of the day is perhaps the least satisfactory method of all. What is wanted is to impress on the pupils the idiom of the German author whom they study. That can only be done by *oral* drill in the very phraseology of the text that is being dealt with. Thus, and thus only, will what is learned be assimilated and made the pupil's own peculiar possession."

For the rest, it is natural to find that defects of pronunciation are less serious than in French, but that there is the same tendency towards a narrow range of reading in the upper classes. In the teaching of both languages the value of singing as an instrument is being more generally appreciated.

In the Leaving Certificate Examination there were 1,502 presentations in Lower Grade German, 773 in Higher Grade, and 76 in Honours. The results are thus summed up by the Chief Examiner:—

Summary of Chief Examiner.

"This year's examination can scarcely be said to present any very exceptional features. The standard of the papers in all the three grades did not differ much from that of the last few years; and the work of the candidates may confidently be said to have been of a good average quality. In one respect, however, a special tribute of praise is again due to candidates generally:—The neatness of the written papers, which formed a pleasant feature of last year's examination, has been, to say the least, fully maintained this year. This also applies to the German script which was used all but universally by candidates, at least in the passage for formal composition, whilst not infrequently it extended over the whole of the paper. When one compares this with the state of things which used to prevail till a few years ago—when in many schools, including even some of the large Girls' Schools, the use of the German script was studiously avoided, whilst from others nothing but awkward attempts at the German handwriting were obtained—one may well feel gratified at the advance that has been made in this respect in Scottish Schools generally. There is still, however, room for improvement even in regard to this point, seeing that not a few candidates are found to have contracted rather peculiar habits of forming certain letters, especially capital letters, in a way quite different from the ordinary script. Teachers would do well to check in time such tendencies which are calculated to defeat the very object for which a ready use of the German script is thought desirable, and which are the less excusable as they can in no way conduce to a saving of time in acquiring them.

German script.

"In connection with this point a word may perhaps not be out of place here on the subject of German orthography. Till within recent years, German orthography continued to be in a somewhat chaotic state owing to different systems

Orthography.

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of spelling prevailing in different parts of Germany. A considerable step in advance was made in 1901, when the several Governments agreed on the adoption of a common system of orthography for schools and official use, an agreement to which the Austrian and Swiss Governments subsequently gave in their adhesion. Though fairly uniform, this system, being largely the result of compromise, still admits of numerous alternative modes of spelling, out of which a thoroughly uniform system may be expected to evolve before long. During the present transitional stage, it would probably be inexpedient for the Department to insist on the adoption of the new spelling for the Leaving Certificate Examination, the more so as nearly all German grammars and editions of text books used in British Schools still follow more or less the old system, which, moreover, continues to be largely used in Germany itself in the public press and elsewhere. Nevertheless, teachers who take a real interest in their work can hardly fail to keep themselves thoroughly *au courant* of this important movement; a very simple way of doing so being by keeping beside them a copy of Dr. Duden's little 'Orthographisches Wörterbuch' (2 sh.) which, while embodying in its successive editions all the newest official changes of spelling, will also be found to contain much useful information on doubtful points of grammar.

Lower Grade.

Translation into German and Grammar satisfactory.

"The two German passages, though comparatively simple as regards both grammatical construction and vocabulary, presented nevertheless quite a number of difficulties which caused many a stumble. The translation into German and the grammar questions were on the whole done satisfactorily, except that, in the former, too few candidates made the father use the right (familiar) pronoun in speaking to his sons. This common mistake, doubtless primarily due to the uniform English mode of address, may actually be kept up by conversational exercises at school when the formal and polite mode would naturally be used.

Higher Grade.

Some weakness but some satisfactory features.

"The German passages appeared to be well adapted as tests for this Grade. The prose passage, though probably quite easy enough, was yet considerably less so than many candidates seemed to imagine. Indeed it is truly wonderful to see how innocent these juvenile minds seem to be of anything like the notion that a foreign author, specimens of whose thought and literary art are placed before them, can hardly be supposed to have written absolute nonsense. Though the poetical passage also was found to contain several hard cruxes the majority of candidates succeeded in giving a fairly satisfactory rendering of it. On Questions 3–5, dealing with grammatical and syntactical points and the formation of adjectives, the results were distinctly disappointing. Whether as regards Question 3—requiring the German equivalents of less common nouns, with their declension—this may have been due to the fact that no such question was asked last year, and therefore less attention has since been given at school to this point, may seem doubtful: certain it is that better answers were obtained to similar questions in former years. Question 4 (government of verbs) elicited very few satisfactory answers indeed; whilst Question 5 (formation of pairs of adjectives from some common enough nouns) was done in a rather better though still far from quite satisfactory manner. The detached sentences (Question 7), having been intended for the Honours Grade,* were naturally found too difficult by a very large majority of candidates. Nevertheless, there were by no means wanting those who acquitted themselves much better than one could have expected under the circumstances.

Honours.

Improvement.

"A very few remarks will suffice for comment on the work of this Grade. The comparatively small proportion of candidates who have secured a pass well deserve the distinction they have gained; the standard of the papers was, if anything, rather higher than in former years.

* The transposition was due to an unfortunate accident for which the printers accept the sole responsibility, the mistake having been made after the last revised proof had passed out of the hands of the officers of the department. The mistake was, naturally, not discovered until the sealed packets were broken on the day of the examination. The revisers were immediately instructed to make all necessary allowance.

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"The German passages in Paper II. were difficult, especially the two prose ones. Indeed, some of the expressions in the latter part of Mommsen's academic oration on Queen Luise of Prussia were evidently beyond the capacities of even the more advanced candidates. Whilst Questions 2 and 5, on the metaphorical use of rather common past participles, and on the syntactical use of certain adverbs and conjunctions respectively, failed to bring out almost any kind of pertinent illustrations, the two intermediate questions (3 on prepositional idioms and 4 on the formation of abstract nouns from adjectives) yielded in many cases better, though rarely wholly satisfactory, results. The detailed sentences in Question 6 (originally set for the Higher Grade) might seem to have afforded a welcome opportunity to candidates at this advanced stage for neat idiomatic renderings of comparatively easy constructions and turns of speech. But, strange to say, very few of those presented showed themselves any better equipped for this task than an ordinary Higher Grade candidate might have been expected to be. As regards the German essay and the passage for idiomatic translation, from the 'House of the Seven Gables,' while some twelve or fifteen candidates, including all those who obtained a pass, made a respectable, some two or three even a brilliant appearance, it may safely be said that the bulk of the candidates of this Grade would have been better engaged on work of a more elementary nature." Criticisms.

I have referred above to the system of interchange of teachers which has been established with France. I am glad to add here that a corresponding convention has lately been concluded with the Royal Prussian Government. Of the six posts in Prussian Schools which have this year been set apart for young British teachers, two are reserved for applicants nominated by the Scotch Education Department. In France the arrangement is usually on the *au pair* basis, that is, the appointments carry no salary, the English speaking assistants being provided with board and lodging within the institution to which they are attached. The organisation of Prussian Schools does not lend itself to the adoption of such a principle. Instead, each assistant appointed to Prussia will receive a salary ample for maintenance, the exact amount varying according to the cost of living in the district where he may be placed. Here, as in the case of France, one may, I think, reasonably look for interesting and valuable results. Exchange of Teachers with Prussia.

Spanish.

Only a single candidate was presented at the Leaving Certificate Examination in Spanish. He proved more familiar with the foreign language than with English, from which it is perhaps permissible to infer that his knowledge of it had not been wholly acquired within the walls of the school. As a school subject, indeed, Spanish is still almost unknown in Scotland. It may safely be predicted that its importance will speedily grow as soon as the organisation of a proper system of Commercial Education is seriously taken in hand by business men. Lack of interest in Spanish.

Gaelic.

Gaelic has, of course, long been taught in many Highland Schools. But heretofore it has not proved possible to accord to it definite recognition as a subject of Higher Education. Provision is now made for the presentation of pupils at the Leaving Certificate Examination. The regulations laid down by Your Lordships regarding admission are of a somewhat special character, including previous approval of the curriculum followed by the candidates as well as of the qualifications of the teachers giving the instruction. In this way we are able to give due weight to the reasoned verdict of a teacher, in determining the

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success or failure of those who have been his pupils, much depending on the actual record of work performed in class. It may be said at once that this year's results have very distinctly vindicated the recognition of Gaelic. The total number of candidates presented was 68, and it was quite clear that Gaelic literature of a higher kind had been more widely read than might have been anticipated. The Chief Examiner's report contains some passages that cannot fail to interest Your Lordships :—

Encouraging Results.

Spelling unsatisfactory.

"The only unsatisfactory feature disclosed in the examination is in the spelling of Gaelic. The mere spelling of Gaelic presents no greater difficulty than the spelling of English. But to write the language correctly with its array of apostrophes, hyphens, accents, and initial changes, requires care and practice. Perfect accuracy in all these details is not to be looked for at this stage, but a great improvement in the orthography as shown in this examination is essential. In this respect candidates from the southern district have a slight advantage over those from the northern district. Their pronunciation approaches nearer to the written norm. But on this occasion the papers from the southern district were about as badly spelled as those from the northern, while in other respects they were certainly not superior. Over the whole area there is great need for earlier and more frequent lessons in dictation and in the re-writing of exercises in correct form after mistakes are marked by the teacher.

Translation.

"The passages set for translation to and from Gaelic call for no special remark. The reproduction in Gaelic of the passage read to candidates was fairly well done. Only one candidate failed to understand it. But the greater number reproduced the incident largely in the diction of the author, thus showing that practice in this valuable mental exercise formed little or no part of their training in Gaelic. I think it well worthy of consideration whether, in addition to this exercise, a similar passage might not be offered in future examinations to be read in Gaelic (or English) and to be reproduced in substance in English (or Gaelic).

"The answers to the last question were, upon the whole, notwithstanding the options given, the least satisfactory of the five. A large majority attempted the first, and several returned a full and correct answer. Nearly all of the few who took the second answered it correctly. The third was chosen by many and pretty good answers were returned by the greater number. The last was the worst answered. Nearly all who selected this option were satisfied with giving a literal translation of the words. It is possible that the sentences and phrases may be less familiar in some localities than in others. But the answers show that the difficulty lay in failing to grasp the idea embedded in an idiom or figure of speech.

Weakness in Idiomatic Translation.

"The fact is one which the bilingual teacher must never lose sight of. Although Gaelic has, in recent times, borrowed largely from the English vocabulary, the two languages differ widely in their structure and idiom. Perhaps there is not a stronger incentive to mental activity, or one which the Highland child can appreciate earlier, than that afforded by the practice of fitly rendering the idiom and figures of speech between Gaelic and English. The mental training is of the best, while to those who desire to study a third language the path is made smoother and brighter."

Mathematics.

This year's modification of the Papers. Its result.

Special interest this year attaches to the various reports on the Mathematical work, in view of the fact that the papers in the Leaving Certificate Examination have now been modified so as to bring them more into accordance with what has become the general trend of expert opinion. From the accounts received from the visiting inspectors it is quite clear that the change has been carried out without any disturbance of the natural course of work in Schools. As a matter of fact, it would appear to have been merely a reflection of the development that had been going on for some years past under the hands of many of the best teachers. So far as can be judged from present promise, there is a good prospect that the result will be at once a lightening and a strengthening of the structure of mathematical study

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in Scotland. One very important consequence of the change has been the establishment of a more intimate association between the inspection in Mathematics and that in Science. The normal first year course in Science, as approved for an Intermediate School, is neither more nor less than the application of the experimental method as an introduction to mathematical study. It is just as suitable for the instruction of girls beginning Mathematics as for the instruction of boys in similar circumstances. If this fact, as well as the consequent saving of time, were fully realised, much of the strange prejudice against the teaching of Science—more particularly where girls are concerned—might be expected to disappear. Those interested would do well to take careful note of the following remarks of the gentleman who acted as Chief Mathematical Examiner in the Leaving Certificate Examination. They are based on a full and careful review of all the reports of revisers as well as on a personal scrutiny of a large number of papers. In all there were presented 5,309 candidates in Lower Grade, 2,080 in Higher Grade, and 150 in Honours. The number taking Geometrical Conics was 22, Analytical Geometry 250, Higher Dynamics 67, Elements of Dynamics 232.

Remarks of the Chief Examiner

"On the whole the changes in the form of the papers, which were duly given notice of by means of the revised 'Note as to the Mathematical Papers' and the Specimen Papers, have been intelligently anticipated by the teachers. A marked feature of the examination is the success which has attended the questions on the construction of graphs. As this is the first of these examinations in which such questions have appeared, this result would appear to indicate that such methods are specially suitable for use in schools. In not a few cases, however, sufficient use was not made of the squared paper, and in certain schools graphical methods had evidently not received proper attention. It was also clear that at some centres the scholars had not been provided with decimally divided scales of inches and centimetres as required by the instructions. As was perhaps natural on the first occasion of its use, many candidates neglected the instruction to answer only two of the last five questions. It should be clearly understood that if a candidate answer more than two of these questions he must strike out one or more of his answers, so as only to leave two questions to be revised. Inattention to this point must in future lead to loss of marks. In the specimen papers, and consequently in this year's papers, the same total mark was given to Lower Mathematics III (Arithmetic) as to the other papers, but as the time given to this paper is less than that given to the other papers, a smaller total mark will in future, be assigned to it.

General

LOWER GRADE.

"I. In this paper, which consisted chiefly of questions in Geometry, the general character of the work was satisfactory as regards both style and intelligence. The proofs of propositions were on the whole very fairly given, but the diagrams used in such proofs were often drawn without any attempt at accuracy. One weakness which requires to be specially guarded against, now that other orders of sequence than that of Euclid are admitted, is that of giving proofs without clearly showing on what previous propositions they are based. Problems were generally well attempted and frequently solved, but there was often a want of alertness in applying the results proved in the proposition to the rider on the proposition. In many cases error was caused by the candidates drawing a diagram suitable only to a particular case of the theorem in question, as, for example, when a quadrilateral was assumed to be a rectangle or a parallelogram. The figures for which numerical data were given were usually well drawn, showing confidence in the use of simple instruments. It would, however, be better that in nearly all cases the construction should be stated in words, and the construction lines shown in the figures. Some of the candidates seemed to imagine that a geometrical theorem could be proved by drawing a figure and showing by measurement that in this particular case the theorem was justified, thus confusing a *test* with a *proof*. A common weakness was the drawing of perpendiculars and tangents by guesswork, instead of by geometrical construction. Many candidates did not make so much use of the squared

Work satisfactory.

Diagrams

A common weakness.

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paper for drawing figures to scale as they might with advantage have done. On the whole, however, the standard of attainment was very fair and many schools sent up excellent sets of papers.

Results generally satisfactory.

"II. In this paper, which contained questions in Algebra, the results were generally satisfactory and showed that in the majority of schools this subject had been carefully and comprehensively taught. Multiplication and division were well done and as a rule equations were correctly solved, though in some cases carelessness in signs when removing brackets led to failure. The verification of equations was useful in leading some candidates to revise their work and thus detect errors. In other cases the failure to verify the equations did not appear to suggest (as it should have done) that an error had been made. Attempts to solve quadratic equations by formula often led to mistakes. As has been frequently pointed out in these reports, this method is entirely unsuited to elementary work and cannot be regarded, even when successful, as a proper solution at this stage of a pupil's progress. Factorising was often a weak point, owing to a lack of knowledge of standard factors and to ignorance of the fact that the dimensions of an expression give a clue to the possible number of linear factors. In the simplification of fractions the old fault of striking out a term occurring in both numerator and denominator, although not a factor of either, was still far too common and often vitiated work which was in other respects good and accurate. Except in a few schools, the graphical expression of equations had been practised with success and in many cases the graphs were exceedingly well drawn. In some, however, the curve was replaced by a rectilineal polygon, thus showing a want of appreciation of the gradual variation of the function.

Work good on the whole.

"III. In this paper, which contained questions in Arithmetic, the work of the candidates was on the whole satisfactory and was generally set out with due care and neatness, few really bad papers being sent up. Some candidates, however, still neglect the instruction to put down the detailed work in its natural order, and they lose marks in consequence. It is noteworthy that when such work is relegated to the margin or the foot of the page it is frequently inaccurate, and often illegible. The knowledge of vulgar fractions shown was generally good, but decimal fractions do not appear to receive proper attention. Many candidates seem to regard them as an inconvenient form and lose much time by unnecessarily turning them into vulgar fractions. It is clear that if candidates were trained to give the working of arithmetical problems in as brief and compact a manner as possible they would be more successful in obtaining correct results. The metric system is apparently now more generally known but errors in the position of the decimal point are frequent, especially when the system is applied to square or cubic measure. In many schools attention had clearly been given to contracted methods, but often candidates did not understand how to give an answer corrected to a certain number of places, nor did they see that, in using the contracted method, each step in the operation should be given corrected to the number of figures set down.

Weakness in decimal fractions.

Contracted methods.

Higher Grade.

Some weak points.

"I. The work of this paper was characterised by the same merits and faults as those already pointed out in connection with the Lower Grade Paper I. Many candidates did not understand that all geometrical diagrams should be made as accurate as possible, that parallel lines should be drawn parallel, and perpendicular lines drawn perpendicular, by the help of geometrical construction and instruments, and that the construction should in nearly all cases be given in words, and the construction lines be duly shown. The questions on solid geometry, though well done in some schools, were entirely omitted in others. Many candidates seemed to think that a quadrilateral was proved to be a square when it was shown to be rectangular.

Algebra and Arithmetic fairly good.

"II. The work was as a whole satisfactory, giving evidence of careful preparation in Algebra and Arithmetic. In the greater number of papers the style was good, the work being well arranged and neatly written out. The question involving measurements and calculations was well done by many candidates, as was also the question on graphs. Weakness was shown in theory, as regards both arithmetical progression and logarithms. The question on the practical use of logarithms was well answered in some schools and badly in others. The faults which probably caused the greatest loss of marks were carelessness in arithmetical work and the failure to effect simplifications step by step as the work proceeded. Mistakes were also due to a want of experience in making approximations in Arithmetic and to a

Faults.

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lack of familiarity with methods of factorisation in Algebra. On the whole, however, the work showed improvement as compared with previous years, the number of candidates who were obviously unfitted for the examination being smaller.

"III. As in some previous years the work done in Trigonometry was decidedly less satisfactory than that done in the other subjects of the examination. Many scholars appeared to have only recently begun the study and to have attempted to learn the more advanced parts by heart without having had time to really master the elementary parts. As a consequence candidates often wrote out a proof correctly and immediately afterwards made mistakes of so gross a character as to show that the previous correct work was probably merely the result of memory. As compared with last year the work showed a falling-off rather than any improvement in this respect. The graph was usually well done, except that the scales adopted were almost always too small for very accurate work. The figure was also generally more accurate than the readings taken from it. The answers to the numerical questions were much marred by arithmetical errors. The logarithmic work was as a rule disappointing. The absence of a table of cosines from the tables supplied led to error, as many candidates failed to realise that a table of sines was also a table of cosines. Some, through haste or otherwise, used natural sines instead of logarithmic sines, and some combined both. There was also much unintelligent use of the tables and much ignorance of their principle.

Trigonometry unsatisfactory

The Graph well done.

Logarithms: Unintelligent use of Tables.

Honours.

"*Geometry.*—The work was as a whole of very fair quality, and the majority of the candidates appeared to understand what they had learned of the subject, although many mistakes were due to want of care with regard to the signs of line segments. Weakness was also shown in the treatment of the radical axis and of poles and polars. As a rule the figures were accurately drawn and the general style of the work was satisfactory. A minority of the candidates showed that they did not understand the subject, and should not have been presented for examination in Honours.

Work very fair.

"*Algebra.*—The bookwork questions on Mathematical Induction and the Binomial Theorem were well answered by nearly all the candidates but no correct answer was sent in to the question about square numbers. A fair number solved the equations correctly but many failed through inaccurate working. The graphs were drawn fairly well by the majority of the candidates.

Some satisfactory features.

"*Trigonometry.*—Apart from some unsatisfactory methods involving imaginary indices, etc., the more advanced parts of the work were not seldom treated in a satisfactory way. It was, however, clear that there had not been sufficient revision of the earlier work, and mistakes were often made of a character which should not have occurred among Honours candidates. In drawing the graphs few candidates took the data correct to a sufficient degree of accuracy, so that the subsequent numerical solution was frequently unsatisfactory. The question on the area of a quadrilateral in terms of its sides was often worked in such a way as to suggest that candidates were attempting to recall a theorem which they had gone over in a superficial way.

As in Geometry standard for Honours not realised.

Additional Subjects.

"*Elements of Dynamics.*—This year's papers show a decided improvement in this subject, the number of schools which presented a body of immature or ill-prepared candidates being smaller than in previous years. Creditable answers were sent in to the majority of the questions, but weakness was shown in definitions as regards both knowledge and accuracy. Few candidates solved the simple problem on the parallelogram of forces, and the answer to the questions on hydrostatics revealed a want of thorough grounding in the elementary principles of that subject. It was a pity that candidates did not make more use of the squared paper as an aid to the accurate construction of diagrams to scale.

Decided improvement.

"*Geometrical Conics.*—The work in this subject was of very satisfactory character and gave evidence of able and intelligent teaching. The proofs of the propositions were made to depend on first principles, the figures were carefully drawn and the riders generally sucessfully solved.

Work good.

"*Analytical Geometry.*—This paper was as a rule very well answered, showing that the candidates had grasped the principles of the subject and were able to deal

Paper well answered.

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with both book-work and problems. Two comparatively easy questions on circles, however, were seldom correctly answered. As the examination questions did not directly demand diagrams, only a few candidates illustrated their answers with figures drawn to scale. Those who gave such figures, however, did so in a very satisfactory manner and thus added considerably to the value of their answers.

Results very fair.

"*Higher Dynamics.*—The work gave evidence of a good grasp of the principles of the subject, as these principles were often correctly applied to the solution of riders with very fair results, taking into consideration the stage of development of the candidates. There was, however, some want of clearness in the exposition of fundamental ideas, notably in the case of definitions. In some cases too the answer did not meet the precise point asked for in the question. The best answering was in Mechanics. The same grasp was not shown in hydrostatics. The general style of work was fair but there was room for improvement in neatness."

Science.

Increase in number of schools presenting candidates.

It is gratifying to be able once more to report a considerable increase in the number of schools presenting candidates in Science. In all, pupils from fifty-one schools came forward, as against only forty last session. The number of candidates was 324. A further development may confidently be expected when it becomes possible for the Joint Universities Board to accept a pass in Science at the Leaving Certificate Examination in lieu of a pass in Dynamics at the University Preliminary Examination. An Ordinance, empowering the Joint Board to do so, has been drafted and approved by the different University Courts. It was presented to Parliament on August 9th, in accordance with the provisions of the University (Scotland) Act, 1899. In normal circumstances, it ought to come before His Majesty in Council for approval some time in May next.

Improvement in oral work.

With regard to the quality of the work, the majority of the examiners were of opinion that there was some advance in the oral work, showing that the want of more thorough discussion of principles has been appreciated by the teachers. There is still room, however,

Practical work.

for further improvement in this direction. As a rule, practical work was very well done; but this was often not the case when exercises, involving work done in previous sessions, were given. It should not be difficult for teachers to devise exercises which, without actual repetition of old work, would involve its revision and this should certainly be attended to. As in previous years, electricity and magnetism were the weakest subjects, and the latter was, in several cases, particularly unsatisfactory. The examiners think that quantitative experiments with some form of magnetic balance (either a special instrument or an ordinary balance with a magnetized knitting ne dle attached to the beam) would be found the most useful method of giving clearer and more accurate ideas of the first principles of the science, especially if less prominence were given to the conception of magnetic poles and more to that of the magnetic field. Another subject which

Botany weak.

is apt to be somewhat weak is botany. The examiners were generally of opinion that systematic botany (as distinguished from nature study) should be left to the third year of the course and taken along with some further work in chemistry, great emphasis being laid upon the physiological aspect of the work, especially in winter. In the case

Apparatus.

of a few schools much excellent simple apparatus is made on the premises; but most of the teachers are still entirely dependent on the instrument makers for their supplies. It is gratifying to find that the summer courses in Science held at the Glasgow Technical College

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under Article 91(d) of the Code are this year much better attended, and it is to be hoped that they may do something to remedy this defect by helping many of the teachers to construct some of their own apparatus.

As before, a number of pupils were presented for approval of their work in Science for the purposes of the Intermediate Certificate. Their work was generally of the same type as that of the Leaving Certificate candidates and calls for no special comment. Owing to the enforfcement of the rule that such candidates must be actually presented or the group certificate in the session in which they come up, their number has been much smaller than in previous years.

DRAWING.

In recent years no subject has shown a more interesting development than Drawing. The following valuable report by the Chief Examiner covers the whole field of inspection and examination :— Report by Chief Examiner

"There has again been a gratifying increase in the number of schools (244) presenting candidates in Drawing, as well as in the total number of candidates actually presented (2,130). The general work, too, reaches a higher level than ever before, both in purpose and in result. Conventional methods of rendering are gradually being eliminated, and a growing desire for more truthful representation is evident in the studies presented for examination. Higher level reached.

"This year, a good deal of attention was again given to the adjustment of the schemes of work from the different schools presenting candidates. Many of these schemes were evidently the result of much individual thought on the part of the teachers, and solidly based on their own experience, while others were of a somewhat more stereotyped, and therefore less satisfactory, nature. A general review of the various schemes sent up this year for approval brings out very clearly that, although a much-to-be-desired unity of principle is gradually being arrived at, there is little fear at present of this degenerating into the deadly dullness of uniformity either in methods or subjects. An examination of the work itself brings this out in a still more striking manner. The disappearance of flat diagrams, geometrical models, formal casts and similar artificial contrivances from our drawing schemes and schools, has made greatly for progress in the direction of freedom and individuality. Schemes of work.

"So long as we have in our more important schools a body of art masters, capable, earnest, full of enthusiasm for their subject, and keenly alive to its educational possibilities, the development of drawing instruction on independent rational lines may confidently be expected. The chief difficulty lies in smaller schools doing higher work, where the drawing is often in charge of a general teacher with only a limited knowledge of the most approved methods of imparting drawing instruction, and of its possibilities as a means of culture and a factor in general education. In many such cases the work falls short simply because the teacher has not been able to carry his pupils quite far enough, and this often from no lack of interest or desire on his part. The remedy under present conditions is not altogether a simple one. Central classes for teachers of Intermediate and other Schools would afford a certain measure of relief, and the appointment of specialists who would undertake the drawing instruction in the Intermediate Schools and exercise a general supervision over the whole drawing teaching in their tributaries, would be a step in the right direction. Development of Drawing Instruction.

"The general questions of mediums of expression, methods of working, and subjects of study were dealt with at some length in last year's report, and little falls to be added concerning these matters this year.

"Large scale work with chalk and charcoal, pencil drawing, and colour representation, continue to occupy important places in most of the schemes, and to show a gradual improvement. In some schools, however, colour work consists of little more than attempts at flat washes, while in others it is scarcely touched at all. In schools presenting candidates in Drawing for the Leaving Certificate, at least some knowledge of colour values and some experience in the matching of tints is to be looked for. But it should, at the same time, be remembered that Criticisms and suggestions.

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water colour representation to the exclusion of black-and-white tone drawing is a one-sided carrying out of any scheme, and ought not to be practised.

Nature Study

"Nature study and representation in general show steady progress in the schools but there is still room for a considerable development of this branch of the work. The valuable opportunities it affords for gaining a systematic acquaintance with the facts of nature at first hand ought to be more largely taken advantage of. Progressive and seasonal nature drawing, and the representation of growing plants and living animals, should be much more in evidence. The whole of this work is extremely interesting, and indeed, where it is taken up heartily, there is occasionally a tendency (which should, of course, be carefully guarded against) to give it an undue share of attention to the neglect of other important parts of the work.

Object Drawing.

"In connection with object drawing, it is interesting to note that in schools where the best work is being done, the practice of representing groups and single objects always in full tone, with relation to a background, is becoming nearly universal. This principle should, as far as possible, be followed in all schools whenever the representation of light and shade is being attempted, practice in the perception of relative tones being of great educational value to the pupils. In colour representation the same principle should obtain. Lightly shaded outline drawings should never be allowed to take the place of genuine tone studies.

Rigid objects.

"In the drawing of more or less rigid objects, the permanent character of the subject to be represented affords opportunities for constant reference back from the representation to the original, and thus permits of the ready detection and correction of errors in drawing in a manner not possible in the same degree in the case of nature subjects, which are liable to rapid change. In this connection the claims of fully developed, but not over-ripe, flowers and of unopened buds, should be borne in mind, and, with these, preference should be given to plants of sturdy and fixed growths.

Suggestions as to objects used for representation.

"It is important to remember that the objects used for representation should be of good construction, and sufficiently varied in character to provide an all round training in this branch. Groups should be made interesting, and all incongruous grouping should be avoided. Further, the greatest care should be taken to prevent these artificial groups from becoming in any way stereotyped in form. While household utensils, from their very familiarity, are extremely valuable for drawing practice, care must be taken that the work is not confined to examples of this type alone. In many cases, however, schools are but poorly provided with suitable objects of good proportion, sound in design and construction, and pleasing in form and colour. This deficiency should be met gradually and with care. In many cases the best arrangement would be for the art teacher to acquire, on behalf of the school, suitable objects for drawing as he comes across them.

"In all schools, arrangements should be made for setting up groups with simple backgrounds, and for leaving these in position as long as they are required. The study and accurate representation of tone, texture, light, and shade, as well as of colour, will be greatly facilitated by such means. Work of this nature should always be looked upon as a very important part of the drawing scheme. The setting up of appropriate objects in harmonious groups suitable for representation seems often to be a difficulty in schools. Accordingly, in arranging their tests the examiners tried to select appropriate combinations of objects whenever these were available, and to arrange them in a pleasing manner.

Design.

"In design the work has improved in quality, although it has not increased greatly in amount. This year a considerable number of embroidery designs carried out in the actual materials were presented for examination. As an extension and natural development of the drawing instruction this work is of very great value, and it is hoped that the number of examples done by pupils from their own designs will increase as time goes on. For girls, the craft of embroidery from original designs is one well worthy of cultivation, while the school workshop should afford boys an outlet for the carrying out of their own ideas, always provided that proper safeguards and competent instruction are available.

"The number of candidates who, having already passed in Drawing for the Leaving Certificate, were presented with a view to the endorsement of their Certificates, has increased considerably this year. In a good many cases attention had mainly been given to making fairly complete representations of groups of objects and still life studies in full tone and colour with relation to a background. A number of candidates presented interesting examples of original designs executed in the materials as part of their work, while others had given a good deal

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of attention to the modelling of advanced studies in clay and the casting of these. Work of this nature should be largely extended throughout the whole system. Modelling in Clay.

"In schools which are provided with well-equipped art rooms and workshops, and where the art instruction is in the hands of specialists thoroughly conversant with the subject from its educational as well as from its artistic side, the opportunities for development on rational lines are very great. Some of these developments were dealt with in last year's report; others will readily occur. Pupils who intend to follow an art career, either as craftsmen or as teachers, will naturally proceed on the well-defined lines of the School of Art. In every case the work should be carefully suited to the capacities and needs of the individual pupils, and much responsibility must ultimately rest upon the various art masters for the success and development of this important department of their work." Development on rational lines.

Commercial Subjects.

Commercial French and Commercial German.

Some years ago Sir Henry Craik introduced separate papers in Commercial French and in Commercial German at the Leaving Certificate Examination, his object being to secure that, if attempted at all, these special subjects should be worked at in an earnest spirit. So far the results have not been encouraging. This year two candidates were presented in French and eight in German. Every endeavour had been made to devise questions which should form a good practical test, but the answers showed that the majority of those who took the papers knew very little even of English commercial phraseology and business terms. This is far from satisfactory. Results discouraging.

Book-keeping.

The paper in Book-keeping was naturally a simple one. Only a knowledge of the most elementary principles of accounting can be looked for at the school stage. Of this most of the papers showed a satisfactory knowledge. Comparatively few entries of an absurd character disfigured the work of the candidates. It was chiefly in the journal that weakness was shown, the other books being usually well framed. A great many omitted to journalise the opening entries, and the large majority omitted to journalise the closing entries, while, in spite of the special instructions to do so, hardly any added the explanatory narrative which is an essential part of a correct journal entry. It cannot be too strongly insisted upon that neatness and tidiness are of the highest importance in this subject. Knowledge of Elementary Principles satisfactory.

Commercial Arithmetic.

Candidates taking Book-keeping must also take Commercial Arithmetic, and success in both papers is essential to a pass. The total number presented was 386. The papers, although decidedly harder than last year, were not of very special difficulty. In the Mathematical Note the wish is expressed that no candidate should be presented for this branch of the examination until he or she has passed in Lower Grade Mathematics. It is hoped that we may shortly be in a position to make this a positive regulation. So soon as that is done, it will be possible to set a standard which should render evidence of a pass a

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water colour representation to the exclusion of black ...er a business is a one-sided carrying out of any scheme, and ought n... ...ows :—

Nature Study

"Nature study and representation in general sho... ...thmetic—the general but there is still room for a considerable develop... ...arks were lost through The valuable opportunities it affords for gaini... ...ns. The answers to the the facts of nature at first hand ought to ... ...and the calculations were Progressive and seasonal nature drawin... ...s steps of the work. A large plants and living animals, should be m... ...upts to solve the more difficult work is extremely interesting, and in... ...fewer were successful in their occasionally a tendency (which sh... ...answered with a fair amount of to give it an undue share of att... ...e question on the meaning of the of the work.

Object Drawing.

"In connection with obje... ...ure date. Absurd errors were often where the best work is bei... ...reign in Danish kroner, and, in answer- objects always in full t... ...some substituted the cubic content of the universal. This princ... whenever the repre... the perception of ... colour represent... drawings shor...

Rigid objects.

"In the ... subject t... the re... corre... ca... ...

...useful practice initiated some years ago, ...are appended to this Report, providing a concise ...manner in which the various funds available for the support ...Higher Education have been administered during the past year. ...notice will be given of the exact date of the next Leaving ...Certificate Examination.

I have the honour to be, &c.,

J. STRUTHERS.

Suggestion as to objects used for repres...

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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TABLES.

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guarantee of some real value to those who propose to enter a business office. In the meantime, the Examiner reports as follows:—

Answers fairly satisfactory.

"As regards the first paper—the exercises in mental arithmetic—the general standard of accuracy was fairly high, though many marks were lost through careless inattention to the exact terms of the questions. The answers to the second paper were as a whole fairly satisfactory, and the calculations were arranged with neatness and so as to show the various steps of the work. A large proportion of the candidates made creditable attempts to solve the more difficult questions. Only a few used logarithms and still fewer were successful in their use of them. The question on exchange was answered with a fair amount of success, but few good answers were given to the question on the meaning of the present worth of a sum of money due at a future date. Absurd errors were often made in trying to give the value of a sovereign in Danish kroner, and, in answering the question on papering a room, some substituted the cubic content of the room for its surface."

Reference to Tables.

In accordance with the useful practice initiated some years ago, Statistical Tables are appended to this Report, providing a concise view of the manner in which the various funds available for the support of Higher Education have been administered during the past year.

Due notice will be given of the exact date of the next Leaving Certificate Examination.

I have the honour to be, &c.,

J. STRUTHERS.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

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TABLES.

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1903-

Statements of Income, Expenditure, and Liabilities of Secondary Schools sharing in School

IN

No.	NAME OF SCHOOL. (*Under the Management of School Boards.*)	Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen Girls' High School	—	84 8 4	—	2,896 4 8
2	Aberdeen Grammar School	—	419 15 10	164 0 0	2,167 6 10
3	Arbroath High School	—	75 0 0	290 0 0	1,050 7 6
4	Ayr Academy	—	95 8 4	57 5 8	2,282 2 7
5	Brechin High School	91 14 1	30 0 0	—	355 17 4
6	Callander, McLaren High School	—	—	500 0 0	—
7	Dumfries Academy	502 14 11	140 0 0	133 13 10	1,848 9 8
8	Dunfermline High School	263 6 1	130 16 8	125 0 0	898 17 3
9	Duns, Berwickshire High School	234 17 4	—	—	208 1 5
10	Edinburgh, Royal High School	—	—	974 10 11	2,202 6 8
11	Elgin Academy	—	129 13 0	24 2 1	485 10 9
12	Falkirk High School	—	—	100 0 0	259 5 6
13	Forfar Academy	—	200 0 0	169 17 10	133 5 0
14	Galashiels Academy	80 3 8	—	—	228 9 4
15	Glasgow High School	—	570 0 0	—	5,643 2 9
16	Glasgow High School for Girls	—	—	—	4,277 2 5
17	Govan, Hillhead School	—	—	—	848 1 1
18	Greenock Academy	623 12 9	145 0 0	43 10 4	2,171 18 9
19	Haddington, Knox Institute	135 11 0	42 18 5	74 0 0	452 18 5
20	Hamilton Academy..	50 10 5	—	49 2 8	1,154 0 6
21	Irvine Royal Academy	105 13 11	115 0 0	—	1,043 5 3
22	Kelso High School..	137 19 11	—	—	482 10 6
23	Kirkcaldy High School	142 13 3	114 0 0	196 19 4	774 10 0
24	Kirkcudbright Academy	—	224 9 2	200 0 0	215 17 0
25	Linlithgow Academy	65 3 3	—	59 2 11	28.
26	Montrose Academy..	165 1 10	180 0 0	66 19 0	886 14 1
27	North Berwick High School	276 0 5	—	—	73 5 0
28	Paisley Grammar School	1,403 9 6	60 0 0	85 16 8	1,529 14 5
29	Peebles High School	—	100 0 0	—	194 19 8
30	Perth Academy	—	272 15 4	161 8 11	2,326 0 9
31	Stirling High School	—	227 13 3	432 9 3	1,821 3 2
32	Stranraer High School	93 6 7½	145 0 0	—	369 3 0
	Carried forward . .	4,375 3 11½	3,501 13 4	3,906 19 5	30,561 16 2

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Grant under the Minute of 27th April, 1899, in respect of the last Financial or r.

M E.

Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b), Education (Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
500 0 0	600 0 0	—	2,269 2 6	9,300 0 0	—	41 9 2	15,691 4 8	1
500 0 0	650 0 0	312 13 10	2,273 8 7	—	—	78 1 4	6,565 6 5	2
250 0 0	600 0 0	208 4 2	729 10 10	—	—	—	3,203 2 6	3
600 0 0	450 0 0	—	563 2 6	—	—	193 10 2	4,241 9 3	4
250 0 0	500 0 0	100 12 10	400 0 0	—	—	101 5 0	1,832 9 3	5
112 18 9	350 0 0	62 8 11	250 0 0	—	—	—	1,275 7 8	6
722 8 7	750 0 0	276 18 11	836 8 8	—	—	17 17 0	5,223 11 7	7
560 0 0	450 0 0	632 6 5	100 0 0	—	—	182 9 8	3,342 16 1	8
1,000 0 0	350 0 0	99 15 6	—	—	—	35 4 8	1,927 18 11	9
850 0 0	500 0 0	48 1 1	3,609 11 4	—	—	—	8,144 10 0	10
300 0 0	500 0 0	46 6 7	627 8 4	—	0 7 6	7 17 0	2,121 5 3	11
723 11 5	750 0 0	294 3 9	1,463 6 10	267 0 0	—	1 1 3	3,863 8 9	12
250 0 0	400 0 0	313 3 7	164 2 3	—	—	—	1,630 8 8	13
225 19 4	350 0 0	—	82 3 0	—	—	—	966 15 4	14
1,600 0 0	750 0 0	76 16 0	5,166 18 10	—	—	—	13,806 17 7	15
880 0 0	600 0 0	—	2,492 16 3	—	—	—	8,249 18 8	16
676 10 0	400 0 0	76 5 10	1,007 3 5	—	—	—	3,008 0 4	17
650 0 0	450 0 0	66 10 6	1,062 5 9	—	8 9 2	—	5,221 7 3	18
120 0 0	350 0 0	107 8 7	272 0 5	—	—	20 2 6	1,574 19 4	19
650 0 0	550 0 0	422 19 2	925 2 6	—	—	171 9 5	3,973 4 8	20
319 16 0	500 0 0	335 11 2	754 2 10	—	—	7 19 1	3,181 8 3	21
574 8 1	350 0 0	9 18 0	96 11 4	—	—	2 18 3	1,654 6 1	22
499 13 11	400 0 0	201 18 11	413 18 3	—	2 8 6	44 2 0	2,789 4 2	23
260 0 0	450 0 0	86 19 3	92 7 6	—	—	24 2 11	1,553 15 10	24
397 1 7	350 0 0	124 13 4	567 18 9	—	—	127 12 0	1,973 1 10	25
270 0 0	600 0 0	483 9 11	523 6 2	—	—	173 3 0	3,348 13 11	26
283 5 10	350 0 0	73 10 1	412 17 2	—	2 3 6	—	1,471 2 0	27
—	650 0 0	400 14 0	1,538 1 11	—	24 4 8	—	5,692 1 2	28
505 12 11	350 0 0	177 4 8	338 2 1	—	—	4 10 0	1,670 9 4	29
603 0 0	750 0 0	800 8 10	1,333 18 7	—	—	77 18 5	6,325 10 10	30
630 5 11	700 0 0	490 11 9	685 9 4	500 0 0	4 2 11	320 2 5	5,811 18 0	31
215 0 0	350 0 0	72 18 3	†180 0 0	—	—	—	1,425 7 10½	32
15,984 12 4	16,100 0 0	6,402 13 10	31,191 5 11	10,067 0 0	41 16 3	1,632 1 3	132,766 1 5½	

† This sum represents contributions from six parishes.

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No.	NAME OF SCHOOL. (*Under the Management of Authorities other than School Boards.*)	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College ..	—	—	218 18 4½	4,854 4 6
34	Anstruther, Waid Academy	—	—	454 7 10	340 16 3
35	Beith, Spier's School	—	—	1,237 6 4	397 10 0
36	Crieff, Morrison's Academy	151 9 10	—	1,146 7 10	1,273 16 2
37	Cupar, Bell Baxter School	307 3 4	—	484 15 6	630 5 0
38	Dollar Institution	—	—	1,504 2 7	2,003 3 3
39	Dundee High School	—	500 0 0	1,131 18 0	3,161 4 0
40	Edinburgh, Daniel Stewart's College ..	—	—	3,552 1 5	2,952 5 6
41	Edinburgh, George Watson's Boys' College	—	—	6,637 3 9	8,483 15 9
42	Edinburgh, George Watson's Ladies' College	—	—	6,172 5 2	7,504 8 6
43	Edinburgh Ladies' College	—	—	3,856 5 1	3,413 5 3
44	Glasgow, Allan Glen's School	—	—	850 0 0	2,155 14 0
45	Glasgow, Hutcheson's Boys' Grammar School	—	—	3,200 1 10	542 15 9
46	Glasgow, Hutcheson's Girls' Grammar School	2,877 1 11	—	3,200 1 11	1,081 4 9
47	Glasgow, St. Aloysius College	—	—	—	516 17 0
48	Inverness Royal Academy	—	—	641 15 6	1,275 14 8
49	Nairn, Rose's Academical Institution ..	*481 18 1	—	63 10 11	120 3 7
50	Newton Stewart, Douglas and Ewart High Schools.	—	—	787 15 0	385 14 0
51	Perth, Sharp's Institution	—	150 0 0	584 11 3	472 5 10
52	St. Andrews Madras College	36 0 2	—	588 12 1	997 19 0
53	Stonehaven, Mackie Academy	1,182 19 5	—	330 18 2	681 8 3
54	Selkirk High School	†164 18 1	—	193 18 0½	147 10 3
55	Tain Royal Academy	565 14 8	25 0 0	339 1 8	366 13 9
	Total ..	5,767 5 6	675 0 0	37,075 18 3	47,909 0 0
	Brought forward from previous page ..	4,375 3 11½	3,501 18 4	3,906 19 5	39,561 16 2
	GRAND TOTAL	10,142 9 5½	4,176 18 4	40,982 17 8	87,470 16 2

* Balance of Capital realized.

† This includes £65 3s. 1d. from Building Fund Account.

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OMB.

Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b) of Education & Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department, under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
500 0 0	750 0 0	2,125 8 11	—	—	—	—	7,648 11 9½	33
260 0 0	350 0 0	22 10 10	—	—	—	3 6 3	1,431 1 2	34
122 0 0	350 0 0	—	—	—	—	—	2,106 16 4	35
265 0 0	350 0 0	—	—	—	—	—	3,186 13 10	36
260 0 0	350 0 0	—	—	—	9 7 8	5 15 9	2,047 7 3	37
130 0 0	450 0 0	92 14 5	—	—	—	178 10 8	4,358 15 11	38
954 17 6	750 0 0	635 19 1	—	—	—	715 18 11½	7,849 17 6½	39
200 0 0	—	450 0 0	—	—	—	—	7,154 6 11	40
200 0 0	750 0 0	134 11 0	—	—	—	—	16,205 10 6	41
350 0 0	750 0 0	82 11 6	—	—	—	—	14,859 5 2	42
650 0 0	750 0 0	139 2 4	—	—	—	—	13,808 12 8	43
600 0 0	750 0 0	2,478 1 10	—	—	—	88 10 0	6,922 5 10	44
430 0 0	400 0 0	—	—	—	25 17 5	—	4,198 15 0	45
430 0 0	400 0 0	—	—	—	25 17 6	—	7,964 6 1	46
279 15 0	400 0 0	72 7 9	—	—	—	492 14 5	1,761 14 2	47
200 0 0	350 0 0	145 2 1	—	—	—	—	2,612 12 3	48
—	350 0 0	10 12 6	—	—	—	290 2 3	1,316 7 9	49
225 0 0	450 0 0	140 4 9	—	—	—	—	1,988 13 9	50
243 0 0	400 0 0	426 18 3	—	—	—	—	2,226 15 4	51
260 0 0	350 0 0	108 2 0	—	—	—	—	2,340 13 3	52
400 0 0	350 0 0	91 8 9	—	—	—	1 19 7	3,068 14 2	53
114 0 8	350 0 0	3 10 6	—	—	—	3 12 0	977 9 6½	54
117 0 0	350 0 0	—	—	—	—	* 29 0 0	1,792 10 1	55
7,190 13 2	10,500 0 0	7,159 6 6	—	—	61 2 7	1,809 10 3½	118,147 16 3½	
15,984 12 4	16,100 0 0	6,402 13 10	31,191 5 11	10,067 0 0	41 16 3	1,632 15 3	132,766 1 5½	
23,175 5 6	26,600 0 0	13,562 0 4	31,191 5 11	10,067 0 0	102 18 10	3,442 5 6½	250,913 17 9	

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TABLE

EXPENI

No.	Name of School. (*Under the Management of School Boards.*)	Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture, and Repairs to Buildings and Furniture.	Interest Loans.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
1	Aberdeen Girls' High School	6,665 4 6½	4,252 16 5	3,231 8 5	193 11 0	416 2 2	302 10 0	665 19 1
2	Aberdeen Grammar School ..	2,033 9 2½	4,903 7 8	475 14 11	194 0 3	330 18 5	437 16 7	250 2 1
3	Arbroath High School ..	565 10 5	1,881 10 10	—	73 4 7	124 15 0	35 2 8	343 6 9
4	Ayr Academy	250 1 10	3,142 8 9	—	191 14 10	112 14 7	81 3 1	158 15 1
5	Brechin High School ..	—	1,321 12 5	—	108 13 9	40 12 6	96 7 0	99 12 3
6	Callander, McLaren High School	512 11 2	600 0 0	—	45 17 1	40 3 11	12 17 4	66 16 9
7	Dumfries Academy ..	—	3,433 19 2	—	130 13 0	133 5 3	151 8 6	480 8 8
8	Dunfermline High School ..	—	2,165 8 9	—	116 18 5	131 3 11	43 4 3	—
9	Duns, Berwickshire High School	—	1,002 16 1	—	117 14 6	63 17 1	48 12 1	24 16 0
10	Edinburgh Royal High School	—	6,156 18 11	—	155 1 7	285 5 7	173 10 8	256 19 6
11	Elgin Academy	196 6 9	1,328 6 7	81 0 0	43 9 5	97 4 6	22 15 5	155 18 5
12	Falkirk High School ..	679 0 0	1,980 0 4	271 8 1	87 14 2	120 1 10	66 10 5	424 2 6
13	Forfar Academy	175 11 0	1,256 4 8	—	27 3 9	69 4 10	0 15 0	53 7 3
14	Galashiels Academy ..	—	730 14 0	—	30 8 3	31 10 5	75 3 6	6 7 6
15	Glasgow High School ..	—	9,201 1 5	—	250 16 4	337 5 1	760 17 9	1,198 19 0
16	Glasgow High School for Girls	—	5,550 6 0	—	171 12 2	333 14 9	165 1 3	337 16 0
17	Govan, Hillhead School ..	—	2,534 5 3	—	74 5 0	97 0 0	10 0 0	59 7 3
18	Greenock Academy ..	—	3,577 11 10	—	112 1 3	156 12 3	168 11 2	216 10 9
19	Haddington, Knox Institute	—	920 10 0	—	91 17 4	84 19 11	54 12 4	73 1 1
20	Hamilton Academy ..	—	3,130 18 5	—	83 5 0	213 17 3	134 4 7	20 0 10
21	Irvine Royal Academy ..	—	1,336 16 0	—	84 3 2	106 6 1	196 16 0	463 16 11
22	Kelso High School .	—	1,234 12 9	—	42 1 4	43 4 5	98 13 2	42 5 4
23	Kirkcaldy High School ..	—	1,809 0 0	—	196 5 9	243 6 2	54 15 4	—
24	Kirkcudbright Academy ..	—	1,248 0 0	—	31 10 7	35 17 9	61 10 9	56 0 7
25	Linlithgow Academy ..	—	925 17 11	7 1 0	100 1 8	133 7½11	17 5 1	240 4 5
26	Montrose Academy ..	—	2,132 14 6	—	191 14 0	140 2 11	46 2 3	195 3 11
27	North Berwick High School	—	697 19 8	226 15 10	23 5 3	43 8 7	16 6 0	124 13 4
28	Paisley Grammar School ..	—	3,608 12 6	—	47 9 2	336 17 11	68 12 3	463 7 5
29	Peebles High School ..	242 6 0	1,077 3 1	—	67 5 1	169 11 2	56 7 0	161 16 3
30	Perth Academy	1,485 10 2	4,098 2 10	—	271 13 10	283 5 11	287 16 10	202 6 1
31	Stirling High School ..	108 14 7	3,197 10 7	1,133 3 3	150 13 5	209 9 3	608 15 3	89 15 9
32	Stranraer High School ..	—	978 2 6	—	47 18 5	25 5 7½	5 1 10	—
	Carried forward ..	12,914 5 3	81,915 10 3	5,376 11 11	3,554 13 9	5,195 13 4½	4,359 5 9	7,496 17 3

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DITURE.						BALANCE.		Total assessment in the £ for School Rate.	Product of a Rate of 1d. in the £.	No.
Repayment of Loans.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
2808 10 0	168 7 8	3 4 6	38 2 7	53 7 5	16,299 3 10½	—	607 19 2½	1 4 7/12	2,970	1
2856 7 2	161 10 11	11 17 3	46 10 8	173 16 1	9,305 11 2½	—	2,740 4 9½			2
3296 1 2	113 19 8	15 0 3	20 5 0	189 18 8	3,698 15 0	—	495 12 6	1 2	325	3
247 1 8	72 17 5	33 1 0	44 0 3	264 1 2	4,597 19 8	—	356 10 5	9½	569	4
28 0 0	28 10 0	4 2 6	5 10 7	12 15 11	1,811 1 11	21 7 4	—	1 5	120	5
57 14 11	42 7 10	—	10 15 7	32 1 2	1,421 5 9	—	145 18 1	10½	80	6
356 0 0	75 19 10	15 9 3	33 15 9	80 0 6	4,940 19 11	287 11 8	—	1 5	220	7
—	100 4 6	3 7 0	30 12 11	206 0 6	2,847 0 8	495 15 10	—	1 0½	290	8
442 7 6	22 9 6	0 10 0	29 7 0	124 19 4	1,877 9 1	50 9 10	—	8 7/12	86	9
356 12 10	295 5 10	1 15 0	95 15 11	367 4 2	8,144 10 0	—	—	10½	11,000	10
170 13 4	85 11 3	—	20 16 0	24 2 1	2,176 3 9	—	54 18 6	1 3	136	11
290 0 0	123 2 2	3 3 0	0 17 1	38 2 10	4,084 2 5	—	170 13 3	2 7	434	12
110 0 0	13 8 11	—	7 12 9	12 14 9	1,726 2 11	—	95 14 3	3	139	13
17 15 4	14 5 8	—	9 18 8	2 5 6	918 8 10	48 6 6	—	1 5½	183	14
1,130 0 0	594 1 6	18 3 4	234 7 8	31 0 6	13,806 17 7	—	—	1 1½	13,681	15
760 0 0	286 14 3	13 4 3	68 0 2	28 9 10	8,249 18 8	—	—			16
119 0 0	109 0 0	5 2 0	—	—	3,008 0 4	—	—	1 0½	4,411	17
178 12 6	143 15 6	—	58 6 10	228 10 3	4,840 13 2	380 14 1	—	10½	1,300	18
57 3 4	49 1 9	—	18 8 7	45 9 8	1,295 4 0	179 15 4	—	1 3	65	19
33 6 8	117 14 8	1 7 0	49 14 11	80 16 4	3,365 5 8	107 19 0	—	1 3½	328	20
249 5 3	69 9 8	3 13 0	60 1 6	95 12 5	3,171 5 5	10 2 10	—	10	115	21
54 6 0	33 5 3	—	19 12 5	36 10 7	1,654 11 3	—	0 5 2	9½	96	22
—	115 16 9	—	25 9 2	67 18 2	2,512 11 4	276 12 10	—	1 1	366	23
64 0 0	8 14 11	—	4 12 6	43 8 9	1,553 15 10	—	—	7	75	24
179 11 10	33 11 6	—	22 1 0	259 7 8	1,918 10 0	54 11 10	—	1 7½	118	25
222 0 0	74 3 4	—	48 12 2	121 12 0	3,172 5 1	176 8 10	—	1 7½	193	26
144 10 0	26 15 5	—	6 11 4	32 16 9	1,343 2 2	127 19 10	—	10½	144	27
354 7 0	193 11 3	14 2 3	27 19 8	76 9 0	5,191 8 5	500 12 9	—	1 1 5/12	1,180	28
111 5 10	33 11 5	1 0 0	10 15 3	19 7 2	1,950 8 3	—	279 18 11	1 4 11/12	127	29
466 0 0	188 17 10	12 17 6	56 14 6	486 10 1	7,899 15 7	—	1,574 4 9	1 5½	706	30
140 10 3	77 8 9	11 7 6	36 19 8	231 11 7	5,996 0 8	—	184 2 8	1 0½	380	31
—	21 10 9½	11 10 1	24 2 7	61 1 0	1,174 12 10	250 15 0½	—		†	32
7,336 3 0	3,475 5 8½	184 1 8	1,166 10 8	3,528 1 10	136,503 0 10	2,969 3 6½	6,706 2 11	—	—	

† See footnote on page 877.

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No.	Name of School (*Under the Management of Authorities other than School Boards*).	EXPEN						
		Balance (If overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture, and Repairs to Buildings and Furniture.	Interest on Loans
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.	£ s. d
33	Aberdeen, Robert Gordon's College	—	5,594 3 8	—	168 19 6½	461 9 3	110 16 0½	—
34	Anstruther, Waid Academy ..	63 10 0	892 18 6	—	43 18 7	42 11 11	84 0 8½	—
35	Beith, Spier's School	258 8 10	1,208 2 6	—	35 8 8½	62 19 2	64 5 5	—
36	Crieff, Morrison's Academy ..	—	2,320 2 4	—	52 10 7	48 15 10	72 12 5	—
37	Cupar, Bell Baxter School ..	—	1,654 13 8	—	38 6 10	50 11 11	32 0 4	—
38	Dollar Institution	*127 19 9	3,277 4 8	—	296 0 2	105 12 8	480 3 1	—
39	Dundee High School	4,630 13 2½	5,844 13 4	—	70 18 8	302 7 5	115 12 5½	232 6 1
40	Edinburgh, Daniel Stewart's College	—	4,165 17 4	74 15 7	56 7 9	206 0 5	254 9 4	—
41	Edinburgh, George Watson's Boy's College	—	10,508 12 8	685 5 5	97 11 4	319 13 2	190 11 10	—
42	Edinburgh, George Watson's Ladies' College	—	7,260 6 9	3,366 4 11	132 7 8	237 13 1	199 15 9	—
43	Edinburgh Ladies' College ..	—	8,579 18 0	—	126 9 4	481 5 5	191 5 3	—
44	Glasgow, Allan Glen's School	—	4,127 5 4	—	592 9 6	336 19 2	173 14 2	227 1 11
45	Glasgow, Hutcheson's Boys' Grammar School ..	735 0 11	2,683 11 8	—	216 16 11	134 9 10	196 4 7	—
46	Glasgow, Hutcheson's Girls' Grammar School ..	—	2,982 10 0	—	302 11 9	129 0 6	217 1 1	—
47	Glasgow, St. Aloysius College	—	1,228 0 3	—	210 13 2	43 6 6	57 7 9	36 9 0
48	Inverness, Royal Academy ..	2,737 0 2	2,076 0 6	—	21 10 2	33 19 1	8 19 0	—
49	Nairn, Rose's Academical Institution	200 13 10	715 0 0	453 17 2	10 6 8	32 5 3	17 10 10	—
50	Newton Stewart, Douglas and Ewart High Schools ..	275 19 9	1,440 0 0	—	65 9 2	84 10 10	66 12 1	—
51	Perth, Sharp's Institution ..	240 7 5½	1,722 12 8	—	86 2 0	125 16 0	40 10 4	—
52	St. Andrews, Madras College	—	1,949 5 10	—	32 13 0	71 9 1	90 11 7	—
53	Stonehaven, Mackie Academy	—	1,178 1 0	—	62 0 11	43 7 11	309 10 9	—
54	Selkirk High School ..	—	531 9 4	—	37 18 11	43 8 9	31 3 3	50 9 4
55	Tain Royal Academy ..	—	1,085 15 0	—	58 7 7	26 18 9	12 15 3	—
	Total	9,269 14 0	73,026 5 5	4,580 3 1	2,815 18 6	3,474 11 11	3,517 13 8½	545 17 5
	Brought forward from previous page ..	12,914 5 8	81,915 10 3	5,876 11 11	3,554 13 9	5,195 13 4½	4,359 5 9	7,496 17 3
	Grand Total	22,183 19 8	154,941 15 8	9,956 15 0	6,370 12 3	8,670 5 3½	7,876 19 5½	8,042 14 8

* The balance shown in the last Statement of Accounts included £319 19s. 10d. of grant for 1901-02 under the Minute of April, 1899, earmarked for certain purposes.

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URE.

ment oan.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE	BALANCE. If in hand.	BALANCE. If overdrawn.	Total assessment in the £ for School Rate.	Product of a Rate of 1d. in the £.	No.
s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
—	134 17 10	10 19 11	88 12 7½	1078 12 11	7,648 11 9½	—	—	—	—	33
—	88 1 9½	—	16 18 7½	223 4 4½	1,455 4 6	—	24 3 4	—	—	34
—	8 7 6	—	44 7 3½	296 18 2	1,978 17 2	127 19 2	—	—	—	35
—	163 1 10	3 17 6	6 15 0	209 14 8	2,877 10 2	309 3 8	—	—	—	36
—	32 0 8	16 3 0	9 12 7	121 7 1	1,964 16 1	92 11 2	—	—	—	37
—	140 16 0	16 15 0	64 5 4	443 18 9	4,952 15 5	—	593 19 6	—	—	38
—	188 5 0	—	109 13 10	497 6 1	11,991 16 3	—	4,141 18 8½	—	—	39
—	798 15 2	—	320 7 6	1,282 13 10	7,154 6 11	—	—	—	—	40
—	1,838 18 5	—	215 16 1	2,349 1 7	16,205 10 6	—	—	—	—	41
—	1,210 12 1	6 10 0	288 5 2	2,157 9 9	14,859 5 2	—	—	—	—	42
—	1,384 2 8	11 10 4	175 14 9	2,858 6 11	13,808 12 8	—	—	—	—	43
851 7 1	57 19 2	19 14 4	93 2 10	388 9 0	6,868 2 6	54 3 4	—	—	—	44
—	129 14 4	24 8 7	53 7 3	1,179 11 0	5,353 5 1	—	754 10 1	—	—	45
—	198 16 1	19 16 8	58 7 11	872 16 6	4,781 0 6	3,183 5 7	—	—	—	46
—	144 4 0	1 0 0	6 14 0	34 8 1	1,761 14 2	—	—	—	—	47
—	184 11 8	7 1 4	11 16 6	273 14 6	5,404 12 11	—	2,792 0 8	—	—	48
91 16 10	5 14 2	—	14 4 1	46 14 11	1,588 3 9	—	271 16 0	—	—	49
—	74 18 11	—	56 6 2	105 2 4	2,168 19 3	—	230 5 6	—	—	50
—	48 6 0	16 5 3	26 17 4	132 10 8	2,439 7 8½	—	212 12 4½	—	—	51
—	73 6 1½	11 6 3	21 10 2	274 18 1	2,525 0 1½	—	184 6 10½	—	—	52
37 19 11	33 14 11	—	2 10 0	320 8 2	2,487 13 7	551 0 7	—	—	—	53
53 6 8	6 19 2	—	—	26 2 8½	800 18 1½	†176 11 5	—	—	—	54
—	14 6 6	—	21 6 1	63 1 0	1,282 10 2	509 19 11	—	—	—	55
1,034 10 6	6,955 10 0	165 8 2	1706 11 1½	15,256 10 8	122,348 14 6	5,004 14 10	9,206 13 0½	—	—	
7,336 3 0	3,475 5 8½	184 1 8	1,166 10 8	3,528 1 10	136,503 0 10	2,969 3 6½	6,706 2 11	—	—	
8,370 13 6	10,430 15 8½	349 9 10	2,873 1 9½	18,784 12 6	258,851 15 4	7,973 18 4½	15,911 15 11½	—	—	

† This includes £65 3s. 1d. from Building Fund Account.

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TABLE II.

SECONDARY SCHOOLS.

Particulars of the Grants paid (or promised) under paragraph 3 of the Minute of 27th April, 1899, in respect of the year 1904–1905.

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899. 1904–1905. £
ABERDEEN—	
Aberdeen, Girls' High School	750
" Grammar School	750
" Robert Gordon's College	750
AYR—	
Ayr Academy	650
Beith, Spier's School	350
Irvine Royal Academy	750
BERWICK—	
Duns, Berwickshire High School	350
CLACKMANNAN—	
Dollar Institution	750
DUMFRIES—	
Dumfries Academy	750
EDINBURGH—	
Edinburgh Dan. Stewart's College	600
" Geo. Watson's Boys' College	750
" Geo. Watson's Ladies' College	750
" Ladies' College	750
" Royal High School	600
ELGIN—	
Elgin Academy	600
FIFE—	
Anstruther, Waid Academy	350
Cupar, Bell Baxter School	350
Dunfermline High School	700
Kirkcaldy High School	550
St. Andrew's, Madras College	400
FORFAR—	
Arbroath High School	750
Brechin High School	550
Dundee High School	750
Forfar Academy	500
Montrose Academy	750
HADDINGTON—	
Haddington, Knox Institute	400
North Berwick High School	350
INVERNESS—	
Inverness Royal Academy	500
KINCARDINE—	
Stonehaven, Mackie Academy	400
KIRKCUDBRIGHT—	
Kirkcudbright Academy	350
LANARK—	
Glasgow, Allan Glen's School	750
" High School	750
" High School for Girls	600
" Hutchesons' Boys' Grammar School	550
" Hutchesons' Girls' Grammar School	650
" St. Aloysius' College	350
Govan Hillhead School	750
Hamilton Academy	750

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SECONDARY SCHOOLS—*continued.*

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899. 1904–1905.
	£
LINLITHGOW—	
Linlithgow Academy	550
NAIRN—	
Nairn, Rose's Academical Institution	350
PEEBLES—	
Peebles Burgh and County High School	400
PERTH—	
Callander, McLaren High School	350
Crieff, Morrison's Academy	450
Perth Academy	750
Perth, Sharp's Institution	400
RENFREW—	
Greenock Academy	650
Paisley Grammar School and Wm. B. Barbour Academy	750
ROSS—	
Tain Royal Academy	400.
ROXBURGH—	
Kelso High School	350
SELKIRK—	
Galashiels Academy	350
Selkirk High School	350
STIRLING—	
Falkirk High School	750
Stirling High School	750
WIGTOWN—	
Newton Stewart, Ewart and Douglas High Schools	450
Stranraer High School	350
Total	31,100

In addition to the above-named Secondary Schools, the following Schools, not in receipt of Grants, have been inspected by the Department during the Session 1904-05. An asterisk against the name of a School, signifies that that School did not present candidates at the Leaving Certificate Examination.

Aberdeen, Queen's Gate School.
Ayr, Newmham House School.
Blairs College.
Bothwell, Rimwood Convent School.
Broughty Ferry, Gartlands School.
Broughty Ferry, St. Margaret's School.
*Dumfries, Aberdour House School.
Dundee, Lawside St. Joseph's Convent School.
Dundee, Seymour Lodge Girls' School.
Edinburgh Academy.
Edinburgh, Fettes College.
Edinburgh, George Heriot's Hospital School.
Edinburgh Institution.
Edinburgh, Merchiston Castle School.
Edinburgh, Rosebery House School.
Edinburgh, St. Elizabeth's School.
Edinburgh, St. George's High School for Girls.
Edinburgh, St. Margaret's Ladies' College. (Branches at Newington and Morningside).
Edinburgh, The Ministers' Daughters' College.
*Falkirk Selma House School.
Glasgow Academy.
Glasgow, Kelvinside Academy.
Glasgow Park Girls' School.
*Glasgow, Rosslyn Terrace School.
*Govan, Hillhead, Laurel Bank School for Girls.
Greenock, Clyde School.
Greenock, Collegiate School.
Greenock High School for Girls.
Hawick, Tevlot Grove Academy.
Helensburgh, Larchfield School.
Helensburgh, St. Bride's School.
Inverness College.
Inverness, St. Margaret's College.
Kilmacolm, St Columba's School.
*Kirkcaldy Southbank School.
*Loretto School.
Melrose, St. Mary's School.
Newport-on-Tay, St. Fillan's School.
*North Berwick, Dunardarigh School.
*Polmont, St. Margaret's School.
Portobello, Brunstane School for Girls.
St. Andrews, Clifton Bank School.
*St. Andrews, St. Leonard's School.
*Stirling, St Hilda's School.
Tayport, Victoria College (including a branch School at Constitution Road).
*Turriff Westwood School.

PREPARATORY SCHOOLS.

*Broughty Ferry, Seafield House School.
*Cramond, Cargilfield School.
*Moffat, St. Ninian's School.
*Moffat, Warriston School.
*North Berwick, The Abbey School.
*St. Andrews, St. Katharine's School.
*St. Andrews, St. Salvator's School.

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TABLE III.

SECONDARY SCHOOLS.

Particulars of Grants for Science and Art Instruction paid under the Minute of 30th May, 1903, in respect of the year 1903–1904.

NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dress-making, or other Forms of Practical Household Economy	TOTAL AMOUNT PAID.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen Girls' High School	106	120 5 3	25 14 7	—	18 18 10	164 18 8
Aberdeen Grammar School	113	238 19 6	48 5 6	42 19 0	—	330 4 0
Aberdeen Robert Gordon's College	477	1,797 18 4	213 1 1	428 6 2	—	2,439 5 7
Anstruther Wald Academy	52	45 16 0	23 15 1	—	—	69 11 1
Arbroath High School	168	138 17 6	81 13 4	27 8 8	40 15 6	288 15 0
Brechin High School	81	113 6 3	57 11 10	—	—	170 18 1
Callander McLaren High School	43	65 0 9	19 4 1	—	—	84 4 10
Dollar Institution ..	160	214 9 0	75 9 9	49 13 2	—	339 11 11
Dumfries Academy ..	80	196 16 3	40 3 4	14 4 0	—	250 3 7
Dumfries Mount St. Michael's College ..	26	32 7 9	18 12 1	17 16 8	—	68 16 6
Dumfries St. Joseph's College	40	31 1 3	17 0 10	24 1 6	—	72 3 7
Dundee High School ..	174	390 4 3	83 0 0	74 17 10	59 15 2	607 17 3
Dunfermline High School	181	489 0 6	52 5 1	110 19 2	50 4 4	702 9 1
Duns, The Berwickshire High School ..	82	70 17 7	31 7 6	17 6 2	7 19 2	127 10 5
Edinburgh, George Watson's Boys' College	149	204 15 6	41 19 3	—	—	246 14 9
Edinburgh, George Watson's Ladies' College	67	68 15 0	30 4 10	—	—	98 19 10
Edinburgh Ladies' College	93	114 0 0	22 14 3	—	—	136 14 3
Edinburgh, Royal High School	30	64 3 9	14 10 9	2 19 3	—	81 14 2
Elgin Academy ..	67	79 6 9	23 18 0	8 17 8	—	112 2 5
Falkirk High School ..	183	198 9 3	80 12 3	45 4 3	49 12 7	373 18 9
Forfar Academy ..	145	153 19 0	70 6 10	33 9 4	36 18 4	294 13 6
Glasgow, Allen Glen's School	471	1,872 12 1	195 13 4	672 8 9	—	2,740 14 2
Glasgow High School ..	42	79 2 9	—	—	—	79 2 9
Glasgow, St. Aloysius College	64	78 12 6	26 13 6	—	—	105 6 0
*Govan Hillhead School	38	91 9 7	—	—	—	91 9 7

* The grant to Govan Hillhead School is in respect of the higher department which is not in receipt of grants under the Code.

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NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dressmaking, or other Forms of Practical Household Economy.	TOTAL AMOUNT PAID.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Greenock Academy ..	159	227 15 3	76 4 1	—	—	303 19 4
Haddington Knox Institute	52	60 19 0	23 14 10	—	20 18 6	105 12 4
Hamilton Academy ..	199	325 19 3	92 10 3	20 15 8	47 11 2	486 16 4
Hawick Teviot Grove Academy	43	45 7 0	15 4 4	—	—	60 11 4
Inverness Royal Academy	58	101 14 6	20 0 6	22 3 6	—	143 18 6
Irvine Royal Academy	120	221 6 6	93 11 7	46 7 8	128 4 8	489 10 5
Kelso High School ..	11	7 7 3	—	—	—	7 7 3
Kirkcaldy High School	165	181 14 8	86 0 3	—	—	267 14 11
Kirkcudbright Academy	43	85 13 9	18 3 7	—	—	103 17 4
Linlithgow Academy ..	105	69 13 0	43 10 10	—	4 5 8	117 9 6
Montrose Academy ..	166	357 13 0	81 17 4	85 7 9	21 10 8	546 8 9
Nairn Rose's Academical Institution ..	20	28 0 3	6 10 7	—	—	34 10 10
Newton Stewart Douglas High School (Girls)	16	43 18 3	9 8 7	—	—	53 6 10
Newton Stewart Ewart High School (Boys)	40	135 17 9	15 4 0	37 19 10	—	189 1 7
North Berwick High School	47	60 15 9	16 14 10	16 2 4	10 7 4	104 0 3
Paisley Grammar School and Wm. B. Barbour Academy ..	152	300 3 4	60 15 6	61 7 10	38 6 0	460 17 8
Peebles Burgh and County High School	66	103 9 9	25 16 3	24 2 3	20 8 2	173 16 10
Perth Academy ..	316	595 2 0	182 2 9	93 7 0	58 16 10	929 8 7
Perth, Sharp's Institution	150	328 0 0	82 1 7	167 18 9	48 17 8	626 18 0
St. Andrews, Madras College	69	92 1 9	29 16 4	—	5 16 10	124 14 11
Selkirk High School ..	21	23 7 3	—	—	—	23 7 3
Stirling High School	297	336 1 3	198 18 2	14 7 8	19 6 8	568 13 9
Stonehaven Mackie Academy	95	88 19 0	33 8 4	20 15 4	38 6 10	181 9 6
Stranraer High School	47	66 14 9	—	—	—	66 14 9
Tain Royal Academy	97	106 10 9	36 12 6	42 9 6	8 4 6	193 17 3
Totals	5,696	10,940 16 4	2,542 4 1	2,223 17 11	735 5 5	16,442 3 9

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TABLE

STATEMENT for the year 1903-1904, showing the Number of Pupils of various ages on the the Secondary Schools in Scotland claiming Grant

No.	NAME OF SCHOOL. (*Under the Management of School Boards*).	NUMBER OF PUPILS ON THE SCHOOL ROLL														
		Under 12 Years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Aberdeen, Girls' High School	27	138	165	—	27	27	—	38	38	—	36	36	—	49	49
2	Aberdeen Grammar School	138	—	138	31	—	31	71	—	71	54	—	54	59	—	59
3	Arbroath High School	15	17	32	20	10	30	15	35	50	23	25	48	24	23	47
4	Ayr Academy	66	53	119	13	8	21	27	20	47	32	27	59	37	33	70
5	Brechin High School	3	1	4	3	4	7	8	11	19	18	18	36	7	15	22
6	Callander, McLaren High School	—	—	—	5	2	7	4	3	7	8	7	15	4	2	6
7	Dumfries Academy	73	47	120	15	14	29	30	20	50	40	27	67	37	44	81
8	Dunfermline High School	2	1	3	14	7	21	21	30	51	40	39	79	34	33	67
9	Duns, Berwickshire High School	—	—	—	2	2	4	7	8	15	12	10	22	15	13	28
10	Edinburgh Royal High School	172	—	172	56	—	56	68	—	68	69	—	69	56	—	56
11	Elgin Academy	22	17	39	5	5	10	17	9	26	16	14	30	15	13	28
12	Falkirk High School	—	—	—	2	1	3	20	11	31	25	24	49	9	25	34
13	Forfar Academy	—	—	—	5	1	6	27	15	42	31	23	54	16	14	30
14	Galashiels Academy	11	5	16	3	—	3	12	6	18	16	8	24	11	6	17
15	Glasgow High School	201	—	201	104	—	104	135	—	135	189	—	189	116	—	116
16	Glasgow High School for Girls	—	182	182	—	64	64	—	93	93	—	112	112	—	124	124
17	Govan, Hillhead School	—	—	—	1	2	3	22	19	41	25	60	85	41	47	88
18	Greenock Academy	139	137	276	28	28	56	35	26	61	37	29	66	31	22	53
19	Haddington, Knox Institute	16	28	44	3	6	9	6	11	17	7	9	16	8	11	19
20	Hamilton Academy	11	8	19	18	23	41	25	26	51	32	26	58	22	23	45
21	Irvine Royal Academy	48	58	106	10	8	18	17	10	27	24	29	53	26	12	38
22	Kelso High School	30	7	37	5	3	8	10	8	18	10	8	18	13	6	19
23	Kirkcaldy High School	—	—	—	1	4	5	16	7	23	31	22	53	34	28	62
24	Kirkcudbright Academy	11	3	14	8	8	16	10	5	15	13	9	22	7	8	15
25	Linlithgow Academy	25	30	55	9	4	13	15	22	37	12	15	27	7	10	17
26	Montrose Academy	9	16	25	17	13	30	28	17	45	30	27	57	30	24	54
27	North Berwick High School	—	—	—	—	—	—	3	4	7	10	13	23	4	2	6
28	Paisley Grammar School	112	65	177	22	16	38	26	25	51	30	26	56	35	22	57
29	Peebles High School	23	15	38	6	3	9	6	6	12	15	12	27	8	7	15
30	Perth Academy	83	69	152	48	28	76	45	53	98	56	40	96	28	37	65
31	Stirling High School	6	5	11	22	16	38	35	25	60	50	38	88	43	40	83
32	Stranraer High School	18	22	40	2	1	3	5	1	6	10	14	24	7	10	17
	TOTAL	1261	924	2185	478	308	786	766	567	1333	965	747	1712	782	703	1485

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IV.

School Roll, the Average Attendance of Pupils, and the number of Teachers employed in under paragraph 3 of the Minute of 27th April, 1899.

AT THE CLOSE OF THE SCHOOL YEAR.

Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.			Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			No.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 and 15.	Over 15.	Total.	Teachers whose whole time is spent in the School. Graduates.	Non-Graduates.	Visiting Teachers.	
—	34	34	—	42	42	—	22	22	—	50	50	—	296	296	27	436	463	152	91	188	431	10	29	4	1
27	—	27	26	—	26	11	—	11	4	—	4	283	—	283	421	—	421	120	149	137	406	17	7	4	2
12	25	37	3	21	24	1	6	7	1	4	5	99	149	248	114	166	280	30	118	101	249	4	7	2	3
13	20	33	8	11	19	5	5	10	—	5	5	135	129	264	201	182	383	104	116	128	348	11	7	4	4
10	9	19	1	7	8	—	7	7	—	8	8	47	79	126	50	80	130	4	59	61	124	4	4	1	5
2	2	4	1	2	3	1	1	2	—	1	1	25	20	45	25	20	45	—	27	15	42	3	1	—	6
13	20	33	8	13	21	1	6	7	1	—	1	151	144	295	224	191	415	106	137	140	383	13	17	1	7
16	24	40	9	14	23	2	9	11	4	8	12	140	164	304	142	165	307	3	141	146	290	10	9	—	8
4	8	12	2	3	5	1	3	4	—	1	1	43	48	91	43	48	91	—	38	48	86	3	4	5	9
30	—	30	6	—	6	1	—	1	—	—	—	286	—	286	458	—	458	152	183	87	422	15	5	3	10
4	13	17	—	7	7	1	5	6	—	6	6	58	72	130	80	89	169	36	61	56	153	5	4	2	11
9	17	26	4	12	16	2	9	11	—	11	11	71	110	181	71	110	181	—	90	85	175	5	7	5	12
6	7	13	2	3	5	1	1	2	—	—	—	88	64	152	88	64	152	—	92	48	140	6	2	3	13
—	2	2	2	—	2	—	—	—	—	—	—	44	22	66	55	27	82	14	44	21	79	4	1	3	14
76	—	76	20	—	20	5	—	5	—	—	—	645	—	645	846	—	846	187	408	210	805	30	10	6	15
—	117	117	—	66	66	—	32	32	—	15	15	—	625	625	—	807	807	161	237	314	712	11	23	11	16
11	40	51	2	15	17	—	6	6	1	3	4	103	192	295	103	192	295	—	100	169	269	6	8	5	17
28	11	39	3	5	8	1	1	2	1	2	3	104	124	288	308	261	564	204	165	99	468	10	14	—	18
3	7	10	2	3	5	—	—	—	—	—	—	29	47	76	45	75	120	36	40	34	110	4	3	1	19
7	15	22	4	4	8	—	2	2	—	—	—	106	110	227	119	127	246	18	148	76	242	9	8	4	20
10	18	28	5	13	18	1	11	12	—	11	11	98	112	205	141	170	311	92	93	101	286	5	5	4	21
5	2	7	3	1	4	—	2	2	—	1	1	46	31	77	76	38	114	29	36	27	92	4	4	3	22
12	14	26	4	15	19	7	5	12	8	2	10	113	97	210	173	97	210	—	81	105	186	3	6	5	23
3	1	4	2	2	4	—	—	—	—	—	—	43	33	76	54	36	90	13	48	26	87	4	2	1	24
1	5	6	3	5	8	1	5	6	—	3	3	48	69	117	73	99	172	44	58	36	138	4	4	3	25
13	18	31	3	9	12	—	5	5	—	2	2	121	115	236	130	131	261	23	124	108	255	10	4	4	26
1	6	7	2	—	2	—	—	—	—	2	2	20	27	47	20	27	47	—	30	14	44	4	2	4	27
15	15	30	3	10	13	1	5	6	—	1	1	135	120	255	247	185	432	154	137	90	381	11	9	11	28
6	4	10	—	2	2	1	3	4	—	1	1	42	38	80	65	53	118	33	40	30	103	5	3	5	29
14	21	35	4	20	24	—	10	10	—	3	3	196	211	407	276	280	556	139	243	126	508	10	13	4	30
23	25	48	8	17	25	4	13	17	—	11	11	185	188	373	191	193	384	11	179	163	352	9	9	5	31
6	5	11	3	4	7	—	1	1	—	4	4	33	40	73	51	62	113	27	35	37	99	3	5	1	32
389	504	893	143	328	471	43	175	223	20	155	175	3591	3487	7078	4852	4411	9263	1892	3548	3025	8465	252	236	119	

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TABLE

No.	Name of School. (*Under the Management of Authorities other than School Boards.*)	Number of Pupils on the School Roll														
		Under 12 years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
33	Aberdeen, Robert Gordon's College	65	—	65	92	—	92	146	—	146	193	—	193	141	—	141
34	Anstruther, Waid Academy	—	—	—	2	1	3	4	5	9	13	23	36	12	18	30
35	Beith, Spier's School	11	12	23	7	6	13	8	8	16	8	3	11	4	2	6
36	Crieff, Morrison's Academy	41	26	67	7	4	11	15	16	31	27	12	39	12	17	29
37	Cupar, Bell Baxter School	31	28	59	2	1	3	7	10	17	9	11	20	11	16	27
38	Dollar Institution	26	12	38	28	20	48	35	21	56	41	23	64	48	22	70
39	Dundee High School	75	25	100	31	8	39	31	20	51	35	17	52	43	30	73
40	Edinburgh, Daniel Stewart's College	256	—	256	43	—	43	54	—	54	74	—	74	72	—	72
41	Edinburgh, George Watson's Boys' College ..	565	—	565	163	—	163	196	—	196	214	—	214	196	—	196
42	Edinburgh, George Watson's Ladies' College..	—	305	305	—	86	86	—	102	102	—	109	109	—	105	105
43	Edinburgh Ladies' College	—	364	364	—	80	80	—	107	107	—	126	126	—	117	117
44	Glasgow, Allan Glen's School	24	—	24	26	—	26	112	—	112	173	—	173	153	—	153
45	Glasgow, Hutcheson's Boys' Grammar School	72	—	72	40	—	40	51	—	51	63	—	63	57	—	57
46	Glasgow, Hutcheson's Girls Grammar School	—	77	77	—	48	48	—	56	56	—	63	63	—	54	54
47	Glasgow, St. Aloysius College	50	—	50	21	—	21	35	—	35	40	—	40	22	—	22
48	Inverness Royal Academy	36	47	83	9	7	16	15	7	22	20	12	32	19	9	28
49	Nairn, Rose's Academical Institution.. ..	27	26	53	2	5	7	5	5	10	8	5	13	4	8	12
50	Newton Stewart, Ewart and Douglas High Schools.	16	6	22	1	3	4	7	4	11	7	6	13	13	9	20
51	Perth, Sharp's Institution	—	—	—	5	6	11	16	16	32	26	41	67	15	18	33
52	St. Andrews, Madras College	45	46	91	8	7	15	14	22	36	9	9	18	18	9	27
53	Stonehaven, Mackie Academy	11	13	24	5	7	12	8	10	18	15	12	27	18	10	28
54	Selkirk High School	5	3	8	3	2	5	6	3	9	10	5	15	3	2	5
55	Tain Royal Academy	4	24	28	3	2	5	12	3	15	8	15	23	10	8	18
	Total	1271	1012	2283	508	293	796	778	415	1193	993	492	1485	867	454	1321
	Brought forward from previous page	1361	924	2155	478	308	786	766	567	1333	965	747	1712	782	703	1485
	Grand Total ..	2632	1936	4568	981	601	1582	1544	982	2526	1958	1239	3197	1649	1157	2806

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IV.—*Continued.*

AT THE CLOSE OF THE SCHOOL YEAR.																Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			No.
Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.									
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 & 15.	Over 15.	Total.	Teachers whose whole time is spent in the School. Graduates	Non-Graduates	Visiting Teachers.	
133	—	133	61	—	61	28	—	28	31	—	31	825	—	825	890	—	890	63	376	344	783	23	8	3	33
6	8	14	1	4	5	—	3	3	—	—	—	38	62	100	38	62	100	—	44	48	92	4	1	2	34
13	4	17	3	2	5	4	3	7	—	1	1	47	29	76	58	41	99	21	37	32	90	5	2	1	35
19	12	31	5	5	10	4	3	7	—	—	—	89	69	158	130	95	225	52	78	72	202	9	6	1	36
6	8	14	1	3	4	—	1	1	—	—	—	36	50	86	69	76	145	51	35	42	128	4	8	—	37
24	22	46	15	9	24	4	5	9	4	3	7	199	125	324	235	137	372	37	163	151	351	7	11	2	38
24	19	43	15	19	34	5	11	16	1	8	9	184	132	316	259	157	416	95	136	168	399	18	19	1	39
38	—	38	5	—	5	4	—	4	1	—	1	296	—	296	552	—	552	241	190	92	523	11	11	6	40
139	—	139	60	—	60	12	—	12	1	—	1	990	—	990	1,545	—	1,545	518	539	375	1,432	26	28	7	41
—	72	72	—	62	62	—	15	15	—	8	8	—	559	559	—	864	864	266	285	254	805	7	56	17	42
—	106	106	—	68	68	—	32	32	—	13	13	—	649	649	—	1018	1,018	334	289	309	931	7	74	15	43
60	—	60	17	—	17	3	—	3	—	—	—	544	—	544	568	—	568	25	311	205	541	17	18	3	44
23	—	23	7	—	7	—	—	—	4	—	4	245	—	245	317	—	317	67	142	88	298	6	6	6	45
—	35	35	—	19	19	—	7	7	—	6	6	—	288	288	—	365	365	73	152	116	341	7	14	9	46
14	—	14	4	—	4	2	—	2	—	—	—	138	—	138	197	—	197	53	87	40	180	5	6	3	47
14	11	25	6	10	16	6	7	13	8	1	9	97	64	161	133	111	244	70	57	87	214	5	7	2	48
5	3	8	1	8	9	1	2	3	—	2	2	26	38	64	53	64	117	37	27	30	94	3	2	—	49
10	2	12	5	2	7	1	—	1	1	—	1	43	26	69	59	32	91	20	27	40	87	4	6	1	50
3	14	17	1	7	8	—	4	4	—	3	3	66	109	175	66	109	175	—	96	53	149	8	6	2	51
10	8	18	5	5	10	—	3	3	—	3	3	64	66	130	109	112	221	90	66	58	214	5	7	5	52
5	11	16	1	5	6	1	5	6	—	—	—	53	60	113	64	73	137	20	57	59	136	6	1	5	53
1	1	2	1	1	2	—	1	1	—	—	—	24	15	39	29	18	47	8	23	13	49	3	1	—	54
5	6	11	6	9	15	2	3	5	1	1	2	48	47	95	52	71	123	25	41	49	115	3	4	2	55
552	742	894	220	288	458	77	105	182	52	49	101	4042	2388	6,430	5,413	3400	8,813	2166	3263	2725	8,154	193	302	93	
389	504	893	143	328	471	48	175	223	20	155	175	3591	3487	7,078	4,852	4411	9,263	1892	3548	3025	8,465	252	236	119	
941	846	1787	363	506	929	125	280	405	72	204	276	7633	5875	13,508	10,265	7811	18,076	4058	6811	5750	16,619	445	538	212	

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TABLE V

FUND established under paragraph 6 of the Minute of 27th April 1899.

	£	s.	d.
Payment into Fund for the year 1899-1900 -	7,659	16	0
" " " 1900-1901 -	9,345	19	0
" " " 1901-1902 -	9,837	15	6
" " " 1902-1903 -	7,438	2	1
" " " 1903-1904 -	4,539	15	8
" " " 1904-1905 -	2,689	11	11
Total - - -	£41,511	0	2

The following Grants have been made from the Fund :—

	£	s.	d.
1901.			
Glasgow and West of Scotland Technical College - - - - -	5,000	0	0
Glasgow School of Art - - -	1,500	0	0
1904.			
Glasgow and West of Scotland Technical College (Second Grant) - - -	5,000	0	0
Glasgow Athenæum - - - -	1,500	0	0
Leith Nautical College - - - -	650	0	0
Edinburgh and East of Scotland College of Agriculture - - -	1,500	0	0
The West of Scotland Agricultural College -	3,800	0	0
Edinburgh Heriot Watt College - -	250	0	0
1905.			
Paisley Technical School - - -	500	0	0
West of Scotland Agricultural College -	1,000	0	0
Paisley Technical School - - -	1,000	0	0
Edinburgh and East of Scotland College of Agriculture - - - -	327	0	10
Total - - -	£22,027	0	10
Balance standing to the credit of the Fund -	£19,483	19	4

TABLE VI.

SYNOPSIS of the SCHEMES of BURGH and COUNTY COMMITTEES as approved by the SCOTCH EDUCATION DEPARTMENT, for the distribution of the sums* available under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900, for SECONDARY EDUCATION in their respective districts for the year ended 31st March 1905, and of any sums entrusted to the COMMITTEES by LOCAL AUTHORITIES for purposes of Technical Education.

ABERDEEN (BURGH).

Grant for year ended 31st March 1905 = 1,830*l.* 8*s.* 4*d.*
Scheme approved on 6th February, 1903
Allocation of grant :—

1. Payment of three-fourths of a certified deficiency as shewn by the School Accounts, but not exceeding the following amounts :—

		£	s.	d.
Aberdeen Grammar School -	Aberdeen School Board.	500	0	0
" Girls' High School -		500	0	0
" Central Public School		75	0	0
" Robert Gordon's College - -		500	0	0
" Practising Church School - -		†150	0	0
" United Free Church School - -		75	0	0
		£1,800	0	0

	£	s.	d.
2. Expenses of Committee, &c. - - - - -	60	15	8

* In some cases, where Committees have a balance in hand from the previous year, the sums allocated under their schemes may exceed in amount the grant payable to them in respect of the year ended 31st March 1905.

† This amount has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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ABERDEEN (COUNTY).

Grant for year ended 31*st March* 1905 = 1,902*l.* 17*s.* 0*d.*
Contributions by local authorities = 913*l.* 17*s.* 9*d.*
Scheme approved on 20th December 1901.
Allocation of grant :—

	£	*s.*	*d.*
I. To *secondary departments*, viz. :— A grant of 100*l.* each to Fraserburgh Academy, Huntly Gordon School, and Peterhead Academy on the fulfilment of certain conditions	300	0	0
II. To Schools in the County having Higher Departments, a proportion not exceeding two-thirds of the deficit on the working of the Departments, apart from Rates and Endowments	900	0	0
III. The sum of 200*l.* to Teachers of Schools not otherwise receiving aid under this Scheme at the rate of 3*l.* per head on account of pupils who, having qualified for one of the Committee's Bursaries, for a University Bursary, or for Leaving Certificates (other than Lower Arithmetic) pass into and remain for one or more years in an approved Secondary School or Department	200	0	0
IV. For Bursaries open to pupils of all Schools in the County save those mentioned under Head I.			
(*a*) 32 of the value of 4*l.* for the first year, and 6*l.* for the second, distributed equally over the eight districts of the County. Open to pupils of not more than 14 years of age, the subjects of examination being those for the examination under Article 29 of the Scotch Code, and tenable for two years at a School approved by the Committee.			
(*b*) 10 of the value of 15*l.* for the first year, and 20*l.* for the second. Open to pupils of not more than 16 years of age, the subjects of examination being English Mathematics, Science, Latin, Greek, French and German—not more than four subjects to be taken, of which English must be one. Tenable for 2 years at a Secondary Department or School approved by the Committee, and may be prolonged for an additional year in respect of not more than three pupils in any one year.			
(*c*) Special Bursaries—not more than three in any one year—may be given to Candidates from Elementary Schools who distinguish themselves at the University Competition for Bursaries	650	0	0
V. Expenses of Committee	150	0	0

Grants for technical education :—	£
I. Local technical classes	800
II. Department of Agriculture in the University of Aberdeen	200
III. Subjects for women	350
IV. Fishery	200
V. Training of teachers	300
VI. Special instruction and contingencies	450
VII. Bursaries	250
VIII. Expenses	250
	2,800

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Argyll County.

Grant for year ended 31*st March* 1905 = 988*l.* 10*s.* 10*d.*
Scheme approved on 7th December 1904.

Allocation of grant :—	£	*s.*	*d.*
1. Expenses of Committee	40	0	0
2. One Bursary of £15 for each of the seven Districts of the County, tenable for two (or three) years and open to pupils under 14 years of age, attending schools not participating in the Committee's Grants			
3. Grants, subject to a maximum of £250, to Campbeltown Grammar School, Dunoon Grammar School and Oban High School in proportion to, but not exceeding three-fourths of, the deficit on the working of the Higher Departments	600	0	0
4. Grants to certain selected Schools, in proportion to, but not exceeding three-fourths of, the deficit incurred in giving advanced instruction in secondary subjects to selected pupils who have passed the Qualifying Examination (Article 29 of the Scotch Code)	200	0	0

Ayr County.

Grant for year ended 31*st March* 1905 = 2,891*l.* 3*s.* 4*d.*
Contributions by local authorities = 2,580*l.* 18*s.* 11*d.*
Scheme approved on 20th August 1904.

Allocation of Grant :—

1. Payment of Fees of pupils awarded Free Places in the following Schools:

	Number of Free Places.	£ Estimated Amount.
Ayr Academy	40	440
Kilmarnock Academy	40	90
Irvine Royal Academy	32	192
Beith, Spier's School	8	50
Ardrossan Academy	16	35

2. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Ayr Academy	75
Kilmarnock Academy	425
Irvine Royal Academy	247
Ardrossan Academy	167
Beith, Spier's School—Payment of the whole of the deficiency, up to but not exceeding	62

3. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Largs Public School	60
Beith Academy	103
Dalry Public School	43
Old Cumnock Public School	129
Maybole Public School	129
Girvan Public School	129
Ballantrae Public School	26

4. Bursaries of 10*l.* or 5*l.*, tenable for four years, at the following schools :—

	Number of Bursaries. Minimum.	Maximum.
Ayr Academy	12	24
Kilmarnock Academy	12	24
Irvine Royal Academy	8	16
Beith, Spier's School	4	8
Ardrossan Academy	4	8

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	£	s.	d.
5. Bursaries of from 2*l.* 10*s.* to 10*l.*, tenable for one or more years, for county scholars attending schools under Head 3, viz. :—20*l.* allowed for Bursaries at each school=140*l.*			
6. Sum set aside for assistance of scholars attending Fee-paying schools	100	0	0
7. Expenses of Committee	100	0	0
8. *Allocation of grant for technical instruction :—*			
(1) (*a*) Payment of one-fourth of a certified deficiency on Ardrossan Higher Grade Science School, but not exceeding	125	0	0
(*b*) Payment of one-eighth of a certified deficiency on Girvan Higher Grade Commercial School, but not exceeding	50	0	0
(2) Agricultural Education :—	£	s.	d.	
(*a*) The West of Scotland Agricultural College	550	0	0	
(*b*) Bursaries tenable at Farmers' Classes	30	0	0	
(*c*) Bursaries tenable at the Dairy School	20	0	0	
(*d*) Bursaries tenable at Foresters' Classes	10	0	0	
				610	0	0
(3) Continuation Classes.				
(*a*) Grants equal to one-half of the sum contributed locally towards Technical Education by the Town Council to Burgh School Boards in aid of Schemes of Technical Instruction as outlined in Divisions II. and III. of the Continuation Class Code	600	0	0
(*b*) Grant to Parish School Boards or Local Committees in aid of approved Schemes of Technical Instruction	300	0	0
(*c*) Towards Salaries of County Lecturers and Assistants	200	0	0
(4) Special Classes.			
(*a*) Training of Teachers (Art. 91 (d) of Scotch Code)	100	0	0
(*b*) Short Courses of Lectures and Demonstrations not suitable for registration under the Continuation Class Code	50	0	0
(5) Grants towards equipment of Technical Schools and Classes	50	0	0
(6) Railway fares of Students at Technical Classes	200	0	0
(7) Prizes for original work and design	50	0	0
(8) (*a*) 100 Junior Scholarships (Art. 79 (a) Continuation Class Code) of 1*l.* to 4*l.* (which may be increased to 2*l.* to 8*l.*) open to pupils in rural districts	250	0	0
(*b*) 2 Senior Scholarships (Art. 79 (b) of Continuation Class Code) of 25*l.* (which may be increased to 50*l.*) tenable for three years	150	0	0
(9) Expenses of organisation, etc.	350	0	0

Banff County.

Grant for year ended 31*st March* 1905=856*l.* 5*s.* 9*d.*
Contributions by local authorities=54*l.* 4*s.* 11*d.*
Secondary Scheme approved on 24th January 1905.
Technical Scheme approved on 1st December, 1904.

Allocation of grant :—

1. (*a*) Grants to Higher Grade Public Schools :—	£	s.	d.	
Aberlour Public School	70	0	0	
Banff Academy Public School	*110	0	0	
Buckie Public School	95	0	0	
Fordyce Academy Public School	*205	0	0	
Keith Public School	100	0	0	
Mortlach Public School	70	0	0	
				£650	0	0

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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	£	s.	d.
(*b*) Grants of amounts ranging from £10 to £50 to 11 other Public Schools	210	0	0
N B.—All grants are subject to the condition that they shall in no case exceed two-thirds of the certified deficiency on the higher department.			
2. Expenses of Committee	43	0	0
Technical education.—Sums contributed by the Burghs of Buckie and Keith (viz.: 42*l.* 0*s.* 3*d.* and 12*l.* 4*s.* 8*d.* respectively) to be handed to the School Boards of those Burghs	54	4	11

Berwick County.

Grant for year ended 31*st March* 1905 = 530*l.* 12*s.* 6*d.*
Contributions by local authorities = 652*l.* 11*s.* 3*d.*
Scheme approved on 16th October 1903.
Allocation of grant:—

	£	s.	d.
1. Expenses of Committee	35	0	0
2. Grants to Secondary Departments in :—			
Coldstream Public School	60	0	0
Lauder „ „	40	0	0
3. To the school board of Duns towards the cost of maintaining the Berwickshire High School	1,000	0	0
4. Railway fares of children attending Berwickshire High School or the Higher Departments at Coldstream or Lauder, and allowances to those pupils who live more than 2 miles from any railway station, or from Duns, Coldstream and Lauder	300	0	0
5. Teachers' Classes under Article 91 (*d*) of the Code	100	0	0
6. Grant towards the institution and maintenance of the Edinburgh and East of Scotland College of Agriculture	100	0	0

Bute County.

Grant for year ended 31*st March* 1905 = 399*l.* 10*s.* 11*d.*
Scheme approved on 15th December 1904.
Allocation of grant:—

	£
1. Expenses of Committee	20
2. Eight Bursaries of 15*l.*, tenable at Rothesay Academy, by scholars from Arran (5) and Cumbrae (3)	120
3. Grants of 2*l.* to three scholars from Kingarth parish attending Rothesay Academy as free scholars	6
4. Fixed Grant to Rothesay Academy, on condition that certain free scholarships are given	*290

Caithness County.

Grant for year ended 31*st March* 1905 = 559*l.* 14*s.* 11*d.*
Contributions by local authorities = 224*l.* 10*s.* 8*d.*
Scheme approved on 6th December, 1904.
Allocation of grant:—

I. Subsidies to central schools, under certain specified conditions, and provided the grant does not exceed seven-eighths of the deficiency upon the Working of the Higher Departments, viz.:

	£
Thurso Miller Institution	100
Wick Pulteneytown Academy	100
Lybster Public School	90
Halkirk „	60
Keiss „	60
Castletown „	60

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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II. Bursaries :—

(1.) Three Bursaries of 10*l.*, and three of 7*l.* 10*s.*, tenable for two years, at Secondary Departments, open to all pupils under 13, except those attending schools mentioned under Head I. or other Schools within two miles of the Burghs of Thurso, and Wick. Not more than one Bursary of each value to be awarded in any one school.

(2.) Five Bursaries of 5*l.* open to scholars under 15 attending schools excluded under II. (1), tenable for two years at Secondary Departments, to be increased to £10 when pupils leave their homes to attend such a school. Not more than two Bursaries to be awarded in any one school, though power is reserved to increase the number to any school under certain circumstances.

III. Premiums of 2*l.* to Headmasters of Non-Central Schools for each candidate from their Schools obtaining a Bursary under Head II. (1), and thereafter attending a Central School for at least one year.

IV. 100*l.* for lectures on "Cookery."

V. One bursary of 30*l.* tenable for three years at the Sutherland Technical College.

VI. Equipment Grant to the Sutherland Technical College, 10*l.*

VII. Grants not exceeding 5*l.* to any School Board conducting continuation classes (except in the Burghs of Wick and Thurso) in Technical subjects.

VIII. Apparatus Grants to School Boards for the teaching of Laundry Work, Cookery, Manual Work, Bee Culture, &c. (Not exceeding £10 in each case.)

IX. Expenses of Committee.

Clackmannan County.

Grant for year ended 31*st March* 1905 = 538*l.* 17*s.* 11*d*
Contributions by local authorities = 16*l.* 1*s.* 10*d.*
Scheme approved on 14th December 1903.
Allocation of grant :—

	£	*s.*	*d.*
Expenses of Committee	18	8	9
Fixed subsidy to Dollar Institution	120	0	0
Fixed subsidies to secondary departments at :—			
Alva	100	0	0
Tillicoultry	90	0	0
Alloa (Burgh)	*230	0	0

Dumbarton County.

Grant for year ended 31*st March* 1905 = 1,410*l.* 3*s.* 10*d*
Scheme approved on 14th January 1904.
Allocation of grant :—

	£	£
1. *Grants to Secondary Departments* in :—		
Bonhill, Alexandria North Public School	100	
Row, Helensburgh, Hermitage Public School	100	
Dumbarton Burgh Academy	100	
Old Kilpatrick, Clydebank Public School	100	
New Kilpatrick Public School	100	600
Lenzie Academy	80	
Luss Public School	10	
Cumbernauld Public School	10	

2. *Capitation grants* to the above-named schools on the average attendance of Scholars, resident in the county, who have satisfied the requirements of Article 29 of the Scotch Code and attend the Secondary Department, viz. :—

£1 for 1st year in attendance.
£1 10*s.* for 2nd year in attendance.
£2 for 3rd year in attendance.

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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3. *Scholarships*, 24 at 5*l.*, tenable for three years at the above-named central schools, excluding Luss and Cumbernauld Public Schools; these scholarships are to be offered for competition amongst scholars in attendance in the Elementary Department of any of the State-aided Schools in the County.

4. A Grant of £1 to the Head Master of any State-aided school, other than those mentioned above, in respect of each pupil who gains 50 per cent. of marks at the Bursary Competition, and completes a 1st year's course in one of the central schools.

DUMFRIES COUNTY.

Grant for year ended 31*st March* 1905 = 970*l.* 16*s.* 1*d.*

Contributions by local authorities = 1,330*l.* 6*s.* 0*d.*

Scheme approved on 22nd May 1905.

Allocation of grant:—

A. *Annual grants to "Selected Schools"* viz.:—Dumfries Academy, Wallace Hall Academy, Annan Academy, Dryfesdale Public School, Langholm Academy and Moffat Academy.

	£
(1.) Fixed grant to Dumfries Academy	200
(2.) Grants in proportion to population and valuation of districts served	*550
(3.) Grants in proportion to the average attendance of Scholars qualified in terms of Article 29 of the Code	550

B. *Apparatus grants* to the "Selected Schools" mentioned under head A. — 15

C. *Building grant* on certain conditions to Wallace Hall Academy (balance of 225*l.*)

D. *Bursaries and Free Scholarships at Selected Schools*, viz.:—

Two Bursaries of 15*l.*, four of 12*l.* 10*s.*, and six of 10*l.* (or such other number and of such value as the Committee may determine) tenable for three years by children under 13 years of age who live more than three miles from the nearest "selected school."

Twelve free Scholarships of 2*l.* tenable under similar conditions by children living less than three miles from a "selected school."

E. *Advanced Bursaries and Free Scholarships at Dumfries Academy.*

Two Bursaries of 20*l.*, and four of 15*l.*, (or such other number and of such value as the Committee may determine) tenable for two years by children who reside more than three miles from Dumfries Academy.

Six free Scholarships of 5*l.*, tenable, under similar conditions, for two years by children who reside less than three miles from Dumfries Academy.

	£
F. *Grant to West of Scotland Agricultural College*	200

G. *Bursaries &c., tenable at the West of Scotland Agricultural College.*

	£	*s.*	*d.*
Three Bursaries tenable for two years =	66	13	4
Allowances of 2*s.* 6*d.* a day, with class fees and return railway fare, to Students attending Dairy Classes =	21	0	0

	£
H. Grants to teachers who prepare pupils successfully for the Bursary Examination, not exceeding 2*l.* a head	86
I. Agricultural experiments, instruction in agriculture, bee-keeping, &c.	20

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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	£	s.	d
K. Classes for the further instruction of teachers, and travelling expenses - - - - - - - -	82	0	0
L. *Expenses of Committee* - - - - - - -	138	15	11

Dundee Burgh.

Grant for year ended 31*st March* 1905 = 1,911*l.* 17*s.* 9*d.*

Scheme approved on 31st January 1902.

Allocation of grant :—

After providing for the Committee's expenses, the said amount to be divided as follows :—

Dundee High School, one-half.

*The School Board of the Burgh of Dundee for their Harris Academy and Morgan Academy Higher Grade Schools, the remaining one-half.

The grants are conditional upon the establishment of certain free scholarships.

Edinburgh City.

Grant for year ended 31*st March* 1905 = 3,568*l.* 10*s.* 5*d.*

Scheme approved on 18th December, 1902.

Allocation of grant :—

Grants to higher class schools conditional upon the establishment of free scholarships :—

School.	*No. of Free Scholarships.*	*Amount of Grant.* £	s.	d.
Edinburgh High School -	40 (for boys) -	850	0	0
Edinburgh Ladies' College -	52 (for girls) -	650	0	0
Edinburgh, George Watson's College for Boys - -	24 (for boys) -	200	0	0
Edinburgh, George Watson's College for Girls - -	28 (for girls) -	350	0	0
Edinburgh, Daniel Stewart's Hospital - - - - -	24 (for boys) -	200	0	0
Total - - -	168	2,250	0	0

Scholarships of 5*l.* tenable for four years at Heriot's Hospital School = 200*l.*

A sum of 945*l.* towards the salaries of teachers and towards providing books and apparatus in Higher Grade Departments, viz. :—

	£
Edinburgh School Board - - - - - -	635
Governors of Gillespie's School - - - -	*210
Managers of Church of Scotland Normal School -	50
Managers of United Free Church School - -	50
	945

Edinburgh County.

Grant for year ended 31*st March* 1905 = 1,192*l.* 17*s.* 2*d.*

Scheme approved on 3rd February 1905.

Allocation of grant :—

Expenses of Committee = 90*l.*

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* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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Grants to secondary departments in connexion with public schools at :—

Class "A" schools. { West Calder, Penicuik, Lasswade, Dalkeith, Juniper Green, Musselburgh. } at 70*l.* each = 420*l.*

Class "B" school. East Calder Public School, 35*l.*

N.B.—All grants are subject to the condition that they shall in no case exceed two-thirds of the certified deficiency on the higher department.

Bursaries :—

	£	s.	d.
10 *School Bursaries* of 7*l.* 10*s.* for the first year and 10*l.* for the second, with travelling expenses, for two (*or* three) years, tenable at a Higher Grade School, and awarded by competitive examination amongst children under 15 years of age in attendance at State-aided schools who have satisfied His Majesty's Inspector in terms of Article 29 of the Scotch Code - - -	175	0	0
4 *County Bursaries* of 25*l.*, with travelling expenses, for two (*or* three) years awarded on the basis of marks obtained at the leaving certificate examination, tenable at higher class schools - - - - - - - - - -	200	0	0
Travelling Expenses of Bursars (as above) - - - -	50		0

Elgin County.

Grant for year ended 31st March 1905 = 672*l.* 12*s.* 10*d.*

Contributions by local authorities = 265*l.* 6*s.* 2*d.*

Scheme approved on 16th November 1904.

Allocation of grant :—

1. *Direct subsidies* to the following schools, the grants to the four centres first named being made on condition that free secondary education is given to children who obtain grants under head 2, viz. :—

	£	s.	d.
Elgin Academy - - - - - -	285	0	0
Milne's Institution, Fochabers - - - - -	40	0	0
Forres Public School - - - - -	50	0	0
Grantown Public School - - - - - -	50	0	0
Lossiemouth Public School - - - - -	20	0	0
Burghead Public School - - - - - -	8	0	0
Hopeman Public School - - - - - -	8	0	0
Duffus Public School - - - - - -	8	0	0
Rothes Public School - - - - - -	8	0	0

2. (*a.*) *Free railway tickets and grants* of 5*l.* to a certain number of children, in specified parishes, who, being under 13 years of age, are qualified in terms of Article 29 of the Code to attend the nearest central school for secondary education, or the money value of such tickets towards cost of boarding at the centre.

   (*b.*) Two *Bursaries* of 20*l.* and five of 10*l.* for children in certain specified parishes, and two *Bursaries* of 10*l.* for other pupils in outlying districts not otherwise provided for.

3. *Grants for technical education*.—

	£
(*a.*) Victoria School of Science and Art, Elgin - - -	80
Milne's Institution, Fochabers - - - - - -	20
Grantown Public School - - - - - -	20
Forres Public School - - - - - - -	20
	£140

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(*b.*) One Bursary of 20*l.* tenable at some technical school or college.

(*c.*) Grants for Laundry work and cookery = 30*l.*

(*d.*) For teachers' classes under Art. 91 (*d*) of the Code = 40*l.*

(*e.*) Grants to assist teachers in going to Paris for the purpose of obtaining further instruction in French = 40*l.*

(*f.*) A grant of 1*l.* for each pupil in average attendance at Navigation Classes, on the subject being favourably reported on by His Majesty's Inspector.

Fife County.

Grant for year ended 31*st March* 1905 = 2,524*l.* 7*s.* 9*d.*

Scheme approved on 23rd December 1903.

Allocation of grant :—

Grants to higher class schools :—

	£	£
(a.) *Direct subsidies* to—		
Cupar Bell Baxter School	120	
Dunfermline High School	120	
Kirkcaldy High School	120	= 600
St. Andrews Madras College	120	
Anstruther Waid Academy	120	

(b.) *Capitation grants* to each of these schools of 5*l.* for free scholars (not exceeding 24 in number) who have previously attended for three years at a State-aided school, and propose to follow the full curriculum of a secondary education.
[The free scholars are selected by competitive examination.]

Bursaries : -

Two Bursaries of 10*l.* in connexion with each of the five above-named schools, tenable for three years, and awarded after competitive examination amongst children living three or more miles from a secondary school.

Grants of 5*l.* to 10*l.* to each of not more than 10 scholars who have previously attended a State-aided School for three years and who propose to follow the full curriculum of a Secondary Education, but whose residence is at such distance from a higher class school as to prevent advantage being taken of the free scholarships provided above.

Extra grants for strengthening school staff to :—
Dunfermline High School, 60*l.*
Kirkcaldy High School, 40*l.*

(A further grant of 40*l.* will be given to Dunfermline High School if the funds permit.)

Grants to the following nine schools :—Burntisland, Ferryport-on-Craig, Newport, Leslie, Markinch, Newburgh, Leven, Tulliallan and Kincardine, and Buckhaven.

(a.) *Direct subsidy* of 70*l.* to each for teachers' salaries.

(b.) *Further grants* of 25*l.* or 10*l.* according to whether secondary instruction is good or fair.

Grant to Falkland Public School, of 25*l.* or 10*l.* according to whether the secondary instruction is good or fair.

Expenses of Committee, 70*l.*

Forfar County.

Grant for year ended 31*st March* 1905 = 1,505*l.* 9*s.* 4*d.*

Scheme approved on 3rd December 1903.

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Allocation of grant:

I. *Grants to higher class public schools*, viz.—

Arbroath High School,
Brechin High School,
Forfar Academy,
Montrose Academy, as follows:—

Annual grant to each of 250*l.* = 1,000*l.*
on condition that at least 25 free scholarships are provided in each school for children requiring aid for higher education.

II. *Grants to Higher Grade departments* in Broughty Ferry Grove Academy and Kirriemuir Webster's Seminary:—

1. Annual grant of 80*l.* each = 160*l.*

2. Capitation grants of 15*s.* per pupil in the first year's course; 1*l.* 10*s.* in the second year's, and 2*l.* 10*s.* in the third year's course on condition that at least one free scholarship is provided in each school for every 10*l.* of grant received from the Committee. But no school shall receive more than 230*l.* in all, or 100*l.* for each graduate employed in the higher grade department.

III. *To recognised central schools* situated four miles or more from schools aided under heads I. or II., grants of 25*l.* in addition to capitation grants as specified under head II. But total grant to any school must not exceed 60*l.*

IV. *Capitation grants* to other State-aided day schools in the county, of 1*l.* for each scholar who satisfies His Majesty's Inspector in terms of Article 29 of the Code and who completes a first year's course in a school or department recognised under chapter IX of the Code or in a higher class school.

V. *Expenses of Committee, not exceeding* 40*l.*

Glasgow Burgh.

Grant for year ended 31st March 1905 = 6,822*l.* 1*s.* 0*d.*

Scheme approved on 14th January 1905

Allocation of grant:—

Grants to *higher class schools* and *secondary departments of State-aided schools*, conditional upon free scholarships for specified numbers of scholars who have previously attended State-aided schools in the school board district of Glasgow, viz.:—

		£
Glasgow High School (boys)	60 free scholarships	1,600
Garnethill High School for Girls	60 „ „	880
Hutchesons' Grammar Schools (boys and girls jointly)	48 „ „	600
Allan Glen's School (boys)	42 „ „	600
St. Aloysius' College (boys)	36 free scholarships in the four schools	250
Secondary departments in:		
St. Mungo's Academy (boys)		*250
Our Lady and St. Francis' School (girls)		100
Convent School, Garnethill (girls)		100
Provanside Public School	(boys and girls) 150 free scholarships	*1,950
John Street „ „		
Kent Road „ „		
Whitehill „ „		
Woodside „ „		
		6,280

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

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Grant to school board for higher instruction in continuation classes = 340*l.*

Glasgow Athenæum Commercial College=150*l.*

Expenses of Committee and Contingencies = -153*l.* 17*s.* 0*d.*

Govan Parish.

Grant for year ended 31st March 1905 = 2,409*l.* 16*s.* 3*d.*

Contributions by local authorities = 400*l.*

Scheme approved on 5th January 1904.

Allocation of grant :—

Grants to secondary departments in the following schools :—

	£
Strathbungo Public School	*260
Fairfield Public School	*180
Albert Road Public School	*360
Bellahouston Academy Public School	*500
Hamilton Crescent Public School	*427
Hillhead School	*690
	2 417

These grants are given on condition that 240 free places are provided in the four last-mentioned schools, the first two being free schools.

	£	*s.*	*d*
Grant to enable Roman Catholic Scholars to attend certain specified Secondary Schools and Departments	108	0	0
Grant for supply of books to free scholars	164	5	0
Grant for promoting higher instruction in Classes under the Continuation Class Code	*120	0	0
Expenses of Committee	40	0	0

Haddington County.

Grant for year ended 31st March 1905 = 610*l.* 13*s.* 6*d.*

Contributions by local authorities = 78*l.* 13*s.* 7*d.*

Scheme approved on 3rd February 1905.

Allocation of grant :—

(1) *Grants to higher class schools and to higher grade departments of State-aided Schools* :—

	£	*s.*	*d.*
North Berwick High School	100	0	0
Haddington, Knox Institute	100	0	0
Dunbar Higher Grade Public School	40	0	0

(2) *For School Bursaries* :—(a) Bursaries of 5*l.* for three years (and if funds permit payment towards travelling expenses) to scholars who, after gaining the merit certificate or being authorised for enrolment in terms of Article 29 of the Scotch Code at any State-aided School, other than that in receipt of a slump grant, attend a Higher Class Public School, or a School with an approved Higher Department in the County. £310.

* These payments have been specially sanctioned under paragraph 10 of the Minute of 10th June, 1897.

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(b) *Capitation grants* of 1*l.* to schools which do not receive other aid under the scheme, for each scholar who, having gained a Merit Certificate, or having been authorised for enrolment in terms of Article 29 of the Scotch Code at such school, receives instruction for at least one year in an approved secondary school, or in a school with an approved higher department, £30.

Expenses of Committee = 30*l.*

Technical Education :—

	£	s.	d.
To North Berwick High School for apparatus for physical laboratory and teachers' salaries (including sum voted last year and interest) - - - - -	103	9	6

INVERNESS COUNTY.

Grant for year ended 31*st March* 1905 = 1,156*l.* 14*s.* 5*d.*

Contributions by local authorities = 366*l.* 8*s.* 9*d.*

Scheme approved on 31st March 1905.

Allocation of grant :—

A. *Grants to higher departments of Non-Central Schools* :—
A grant of 1*l.* for each Merit Certificate gained in schools where schemes under Article 21 include study of secondary subjects, 80*l.*

B. *Bursaries and Special Subsidies* :—

I. District Bursaries.—(*a.*) Ten Bursaries of 15*l.*, one to each county district and two additional to the Skye District, tenable for three or more years at certain specified Schools : where attendance does not involve continuous residence from home, only one-half of the said sum will be payable.

(*b*) Three special Bursaries of 15*l.*, irrespective of districts, tenable for three or more years.

NOTE.—A premium will be paid to the teacher of 1*l.* for each successful competitor for a Bursary, and will be increased by 1*l.* for each of two Secondary specific subjects in which the successful Bursar shows satisfactory grounding.

II. Centre Bursaries.—100*l.* will be allotted in yearly Bursaries not exceeding 5*l.* to pupils not holding Bursaries under head B I.

III. Special fixed inclusive subsidies to :—

	£
Inverness Royal Academy - - - - -	100
Kingussie Public School - - - - -	50
Portree Public School - - - - -	50
Fort William Public School - - - -	50
Glen-Urquhart Public School - - - -	50

These subsidies are conditional upon the provision of free education for County pupils or Bursars under this scheme.

C. *Expenses of the Committee* = 60*l.*

The Scheme for Technical Education is suspended for the year ending 15th May, 1906, except as follows :—

1. Bursaries awarded under previous Schemes.

2. A grant of £50 to the Agricultural Department of Aberdeen University.

3. The committee reserve to themselves the liberty to subsidise, with the Department's sanction, any other recognised branch of Technical Education from any probable balance of the fund within the currency of this Scheme.

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Grant for year ended 31*st March* 1905 = 534*l.* 19*s.* 4*d.*

Contributions by local authorities = 330*l.* 16*s.* 0*d.*

Scheme approved on 24th December 1903.

Allocation of grant :—

I. *Grant to higher class school* :—
Stonehaven, Mackie Academy = 210*l.*, conditionally upon the provision of certain free places.

II. *Grant for maintenance of secondary department* at Banchory-Ternan Central Public School = 70*l.*

III. Twenty free scholarships of the annual value of 7*l.* (with an additional allowance in some cases for travelling or boarding), tenable for one year at higher class schools or the secondary department at Banchory-Ternan or in the Practising School attached to either of the Training Colleges at Aberdeen by scholars under 13, qualified under Article 29 of the Code, who have attended a public or State-aided School in the County and who reside more than 3 miles from the schools receiving grants under heads I. or II. = 140*l.*

IV. *Grants to School Boards or Managers of State-aided Schools* in the case of Schools not in receipt of grants under heads I. or II. in respect of Scholars transferred to more advanced Schools or Departments 15*s.* per head, payable to the teaching staff.

V. *Grants for Technical Education* :—

	£
(1.) Stonehaven, Mackie Academy - - - - - - -	150
(2.) Banchory-Ternan, Central Public School - - -	15
(3.) Montrose Academy - - - - - - - - - -	20
(4.) Teachers' classes under Art. 91 (*d*) of the Code, and grants to Teachers attending Technical Classes not exceeding	100
(5.) Capitation grants to technical classes, in schools not otherwise in receipt of Grants under head V. in terms of the Continuation Class Code or otherwise, under certain conditions and within certain limits, of 3*s.* 4*d.* for theoretical and 6*s.* 8*d.* for practical instruction per pupil per hour per week for a minimum session of 15 weeks.	

[The Committee have intimated that lack of funds will prevent payment under this section.]

The expenses of the Committee to be met from the balance.

KINROSS COUNTY.

Grant for year ended 31*st March* 1905 = 270*l.* 15*s.* 7*d.*

Scheme approved on 1st February 1898.

Allocation of grant :—

So far as funds permit free scholarshi
more than 4 years (with travelling exper
who are qualified for enrolment in t
possess an equivalent qualification
Department. Selection will be b

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Kirkcudbright County.

Grant for year ended 31*st March* 1905 = 619*l.* 13*s.* 3*d.*

Contributions by local authorities = 324*l.* 0*s.* 1*d.*

Scheme approved on 5th February 1903.

Allocation of grant :—

Grants to higher class schools under certain conditions, viz.:—

	£	£
Kirkcudbright Academy (12 free places)	200	
Dumfries Academy (8 free places)	90	
Ewart and Douglas High Schools Newton Stewart (4 free places)	45	335

(The free places are to be awarded to children of not more than 13 years of age who live within 4 miles of the School.)

Grants to higher grade departments at :—

	£	£
Castle Douglas Public School	90	
Dalbeattie „ „	90	180

Grants for Technical Education to :—

	£	s.	d.
Kirkcudbright Academy	60	0	0
Castle Douglas Public School	70	0	0
Dalbeattie Public School	70	0	0
School Board of Kirkcudbright Burgh (for technical or science instruction)	26	1	2
School Board of Castle Douglas (for technical or science instruction)	20	0	0
Dumfries Academy	10	0	0

Bursaries :—14 Bursaries of 15*l.*, tenable for 4 years, and open to pupils, not more than 13 years of age, who live more than 4 miles from any of the above-named schools.

Expenses of Committee = 40*l.*

Lanark County.

Grant for year ended 31*st March* 1905 = 5,333*l.* 5*s.* 2*d.*

Scheme approved on 24th December 1903.

Allocation of grant :—

	£
(*a.*) *Expenses of Committee*	150
(*b.*) *Grant* to Hamilton Academy	650
(*c.*) *Capitation grants* to 25 Central Schools of 3*l.* 5*s.* on the average attendance of pupils who have satisfied the requirements of Article 29 of the Code, in certain selected schools, and 3*l.* 15*s.* on the average attendance in Higher Grade Departments. Estimated at	3,962

In schools where fees are charged, one free place must be provided for each 10*l.* of Grant obtained. In no case will the Committee's grant exceed three-fourths of a certified deficiency as shown by the School accounts.

	£
(*d.*) *Grants* of 2*l.* to teachers of other than Central Schools in respect of each pupil who gains the Merit Certificate or passes the qualifying examination and is transferred to an approved Secondary Department	500
(*e.*) Ten Bursaries of 10*l.* for Upper Ward, ten of 5*l.* for Middle Ward, and ten of 5*l.* for Lower Ward, tenable for two or more years at Central Schools by scholars from parishes that have no Central School. The 10*l.* Bursaries will be increased to 12*l.* 10*s.* in the second and to 15*l.* in the third year: the 5*l.* Bursaries to 7*l.* 10*s.* in the second and to 10*l.* in the third year	200

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Academy, by scholars who have completed two years of advanced instruction in other Schools - - - 60

(*g.*) Payments to second and third year Bursars - - - 330

Leith Burgh.

Grant for year ended 31*st March* 1905 = 1,022*l.* 10*s.* 3*d.*

Scheme approved on 19th January, 1905.

Allocation of grant :—

Subsidies to secondary departments in—

	£	£	*s.*	*d.*
Trinity Academy (formerly Craighall Road Public School) - - - - - - - - -	*200	700	0	0
Leith Academy - - - - - - - - -	*500			
Bursaries at the above-named schools - - - -		150	0	0
Grant to evening school. For Bursaries and maintenance of Leith Technical College - - - - - - - -		*100	0	0
Expenses of Committee - - - - - - - -		46	10	3

Linlithgow County.

Grant for year ended 31*st March* 1905 = 905*l.* 14*s.* 4*d.*

Contributions by local authorities = 965*l.* 5*s.* 1*d.*

Secondary and Technical Schemes approved on 21st February, 1905.

Allocation of grant :—

A. *Grants to higher class school and secondary departments,* viz. :—

	£	£
(*a.*) To Linlithgow Academy (higher class school) -	200	400
(*b.*) To Bathgate Academy (secondary department) -	100	
„ Bo'ness, Anderson Academy (secondary department) - - - - - - - - -	100	

(*c.*) Further grants to the above-named schools directly proportioned to, but not exceeding two-thirds of, a certified deficiency as shewn by the school accounts.

B. Payment of railway fares to recognised centre schools of scholars qualified in terms of Article 29 of the Code, at schools two or more miles from such centres.

C. Grants to the teachers in schools not receiving a grant under head A, of 1*l.* for each scholar qualified in terms of Article 29 of the Code, who is transferred to and remains in a secondary school or department for at least two years.

Technical Education.

I.—*Elementary Technical Education. To School Boards and other recognised Educational Authorities conducting Continuation Classes under Division II. of the Continuation Class Code :—*

Grants equal to one-fourth of those earned from the Department for each school or class giving instruction in Practical Mathematics and Geometry (first year's course) for boys, and Cookery, Laundry work and Needlework for girls.

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* These payments have been specially sanctioned under paragraph 10 of the Minute of 10th June, 1897.

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II. *Special Technical Classes*:—

(*a*) Provision of Special Classes at Bo'ness, Linlithgow, Bathgate, Broxburn, Fauldhouse, Winchburgh and Blackridge, for a three years course or otherwise in technical subjects, students to be allowed their railway fares, subject to certificates of regular attendance and satisfactory progress.

(*b*) Provision of Special Classes for Teachers at Linlithgow, Bo'ness, and Bathgate, in the subjects of Drawing and Woodwork, teachers to be allowed their railway fares, provided they sit the Science and Art Examinations.

(*c*) Payment of class fees and railway fares to enable certain students to attend classes at the Coatbridge Technical College, the Heriot-Watt College, or the Glasgow Technical College.

(*d*) A grant of 150*l*. to the Edinburgh and East of Scotland College of Agriculture to carry on experiments within the County, and to establish classes in agricultural subjects.

Nairn County.

Grant for year ended 31st March, 1905 = 292*l*. 12*s*. 7*d*.

Scheme approved on 15th January, 1904.

Allocation of grant:—

1. University Bursary of 16*l*. tenable for three years, open to pupils of *Nairn, Rose's Academical Institution*.
2. Instalment of Bursary of 30*l*., awarded under scheme for 1901-1902 tenable for four years at a Secondary School.
3. The ordinary school fees at *Nairn Rose's Academical Institution* to be paid for pupils under 13 from State-aided Schools who have qualified in terms of Article 29 of the Scotch Code.
4. After payment of *Committee's expenses* the residue of the grant to go to *Nairn, Rose's Academical Institution*, under certain conditions.

Orkney County.

Grant for year ended 31st March, 1905 = 504*l*. 16*s*. 6*d*.

Scheme approved on 13th November, 1902.

Allocation of grant:—

1. *Expenses of Committee*, 40*l*.

2. *Capitation Grants* of 3*l*. on the average attendance in the Higher Grade Departments of—

	£
Kirkwall (Burgh) Public School (total grant not to exceed	160)
Stromness Public School - („ „	90)

3 (*a*). Ten Bursaries of 3*l*. tenable for two years at a Secondary School, open to pupils from schools other than those mentioned under Head 2, who have satisfied His Majesty's Inspector in terms of Article 29 of the Code, and are under 14.

(*b*). Five Bursaries of 12*l*. open to pupils under 16, and three of 6*l*. for pupils residing in the Parishes of Kirkwall and St. Ola and Stromness, tenable for two years with free education at Kirkwall or Stromness Public Schools.

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PEEBLES COUNTY.

Grant for year ended 31*st March*, 1905 = 359*l.* 13*s.* 8*d.*

Scheme approved on 23rd November, 1897.

Allocation of grant :—

To higher class school, viz. :—
Peebles Burgh and County High School, 350*l.*

Payment of one half the deficit on the working of the higher department of West Linton Public School, up to but not exceeding 16*l.*

The remainder to be held over for the *Committee's expenses*, &c., and any balance remaining in hand to be added to the grant to Peebles Burgh and County High School.

PERTH COUNTY.

Grant for year ended 31*st March* 1905 = 1,516*l.* 19*s.* 2*d.*

Scheme approved on 23rd December, 1903.

Allocation of grant :—

(1.) Grants to *higher class schools*, viz. :—

	£	£
(*a.*) Direct subsidies :—		
Perth Academy	200	570
Perth, Sharp's Institution	120	
Crieff, Morrison's Academy	150	
Callander, McLaren High School	100	

(*b.*) *Capitation grant of* not more than 1*l.* on the average attendance of scholars in the above schools who are over 12 years of age.
(The grant may be reduced or withheld if efficiency of secondary instruction is unsatisfactory.)

(2.) *Grants to secondary departments in* :—
Aberfeldy Public School.
Blairgowrie Public School.
Alyth Public School.
Coupar-Angus Public School.
Pitlochry Public School, viz.:—

(*a.*) *Capitation grants of* 2*l.* on average attendance of pupils who have gained the Merit Certificate, or who are qualified under Article 29 of the Code.

(3) Five bursaries (one for each county district) of 15*l.* tenable for three years at a Secondary School or Department to be approved by the Committee, open to Scholars under 14 who hold the Merit Certificate, or are qualified under Article 29 of the Code and whose residence is more than three miles from any of the Schools named in sections (1) or (2) above.

(4) Grant of 3*l.* to teacher of the Elementary School in which bursar was prepared.

(5.) *Expenses of Committee* = 50*l.*

RENFREW COUNTY.

Grant for year ended 31*st March* 1905 = 3,328*l.* 19*s.* 10*d.*

Scheme approved on 12th January 1905.

Allocation of grant :—

Grants to higher class schools :—	£
Paisley Grammar School (on condition of 100 free places)	700
Greenock Academy („ , 100 „)	650

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Grant (1) for free places in higher class schools in Glasgow, for scholars from the parishes of Eaglesham and Mearns, and that part of the County which lies north of the River Clyde and scholars attending Busby Public School and (2) for free places in Spier's School, Beith, for scholars from the parishes of Lochwinnoch, Neilston, and Kilbarchan, and (3) for free places (not exceeding 20) for Roman Catholic scholars in secondary schools in Glasgow, not exceeding 6*l.* per scholar (about) - - - - - - £ 400

The free places will be awarded by competitive examination. Roman Catholic children gaining free places may attend at Roman Catholic Secondary Departments in Paisley or Greenock, and will receive travelling expenses.

Grants to higher departments in State-aided schools :—

	£
Paisley, John Neilson Institution (on condition that 20 free places are provided) - - - - - -	250*
Greenock, Holmscroft Public School - - - -	350*
Cathcart, Queen's Park Public School - - - -	350*
Kilmacolm Public School - - - - - - -	90
Shawlands Academy - - - - - - - -	170*
Port Glasgow, Jean Street Public School - - -	90
Renfrew Burgh, Blythswood Testimonial Public School	90
Neilston, Grahamston Public School - - - -	120*
Paisley Camphill Public School - - - - -	100

To secondary departments which may be established in Roman Catholic schools in Paisley or Greenock a capitation grant of 4*l.* (for two years only) in respect of each Roman Catholic scholar in attendance who has passed the qualifying examination under Article 29 of the Scotch Code and resides within the district of the Committee = about 60*l.*

For *travelling expenses of free Scholars*, and scholars attending higher departments = about 250*l.*

Expenses of Committee = 120*l.*

Ross and Cromarty County.

Grant for year ended 31st March 1905 = 1,012*l.* 0*s.* 1*d.*

Contributions by local authorities = 472*l.* 3*s.* 3*d.*

Scheme approved on 15th February 1905.

Allocation of grant :—

A. *Bursaries :—*

	£
(*a.*) Twenty school Bursaries of 5*l.* tenable for at least one year with free scholarships at the central schools mentioned below, by children living three or more miles from a central school - - - - - - - - =	100
(*b.*) Six Bursaries of 20*l.* (one for each county district) tenable for at least two years by pupils whose attendance at a central school involves continuous residence from home, one-half only of the Bursary being payable if the Bursar can attend such School from his own home. Competitors must be between the ages of 12 and 16 years - - - - - - - - - - - =	120
(*c.*) Eight Bursaries of not less than 10*l.* tenable for at least two years by Lewis pupils whose attendance at the Nicolson Public School involves continuous residence from home - - - - - - - - - - =	80
(*d*) Bursaries at Tain Royal Academy - - - - =	60

*These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

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(*e.*) A premium of 2*l.* to teachers of non-central schools in respect of each successful Bursar prepared by them, and an additional sum of 1*l.* in respect of each successful Bursar who shows proficiency in an optional examination covering the second stages of two Secondary Specific Subjects - - - - - - - - - = £ 15

(*f.*) Five Bursaries of 20*l.* continued under previous scheme = 100

(*g.*) Lewis Bursaries continued under previous scheme - = 70

B. *Direct subsidies to central schools for additions to staff, equipment, &c.* :—

	£
Tain Royal Academy - - - - - - -	40
Invergordon Public School - - - - - -	67
Dingwall Public School - - - - -	107*
Fortrose Academy - - - - -	47
Ullapool Public School - - - - -	40
Auchtercairn Public School - - - - - -	34
Plockton Public School - - - - -	40
Stornoway Nicolson Public School - - - -	100
Cromarty Public School - - - - - -	34
	509

D. *Expenses of Committee* = 45*l.*

Technical education grant :—

I. *Teachers' courses.*—The Committee may subsidise one or more of such courses (approved by the Department).

II. *Special grants.*—75*l.* each to Tain Royal Academy, Dingwall Academy, and Stornoway Nicolson Public School, and 50*l.* to Invergordon Public School towards special staff for technical instruction, subject to certain conditions.

III. The Committee reserve to themselves the liberty to subsidise, with the Department's sanction, any other recognised branch of Technical Education, if funds permit.

Roxburgh County.

Grant for year ended 31*st March* 1905 = 715*l.* 2*s.* 9*d.*

Contributions by local authorities = 700*l.* 13*s.* 3*d.*

Scheme approved on 11th January, 1905.

Allocation of grant :—

1. *Expenses of Committee* = 40*l.*

2. Travelling expenses of scholars attending Kelso High School, Teviot Grove Academy, Hawick, and Jedburgh Grammar Public School, 60*l.*

3. To higher class schools at Hawick and Kelso :—

(*a.*) *Fixed subsidies* :—

	£	*s.*	*d.*	£	*s.*	*d.*
Hawick -	203	3	4	406	6	8
Kelso -	203	3	4			

(*b.*) *Payments of 3l. in respect of free scholarships* entitling the holder to free education in these schools, viz.:—

	£
21 at Hawick 21 at Kelso	126

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

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4. Grant towards maintenance of Jedburgh Grammar Public School, 62*l.* 13*s.* 4*d.*

5. To Melrose Public School a capitation grant (not to exceed 20*l.* in all) of 3*l.* for each scholar in average attendance who, after having satisfied His Majesty's Inspector in terms of Article 29 of the Scotch Code, receives secondary instruction.

6. The surplus, if any, to be given to the Higher Class Schools at Kelso and Hawick, and the Higher Grade Department of Jedburgh Grammar Public School, in proportion to the fixed subsidies payable under 3*a* and 4 above.

Grants for technical education :—

1. To secondary schools, viz. :—

	£	*s.*	*d.*
Hawick, Teviot Grove Academy - - -	200	0	0
Kelso High School - - - -	200	0	0
Jedburgh Grammar Public School - -	36	0	0

2. To Edinburgh and East of Scotland College of Agriculture - - - - - - - - 150 0 0

3. Balance to be divided equally between the Higher Class Schools at Kelso and Hawick and the Higher Grade Department of Jedburgh Grammar Public School, in proportion to the fixed subsidies payable under Section 1 above.

N.B.—All the grants to Hawick Teviot Grove Academy are subject to satisfactory settlement of the question of the status of the School.

Selkirk County.

Grant for year ended 31*st March* 1905 = 448*l.* 8*s.* 3*d*

Scheme approved on 16th December, 1904.

Allocation of grant :—

	£	*s.*	*d.*
1. *A Grant to the School Board of Yarrow*, equal to one-half of such extra expense as shall be shown by its accounts to have been incurred in its higher grade department, but not exceeding -	25	0	0
2. *Five* (*or Six*) *Bursaries of* 12*l. each*, tenable for three years at Selkirk High School, Galashiels Academy, or Yarrow Public School, by children in the County between eleven and twelve years of age, and residing beyond three miles from the nearest of these schools - - - - -	72	0	0

After payment of the Committee's expenses, *two-thirds* of the remainder is to go to the Burgh School Board of *Galashiels*, to be applied towards the maintenance of their *higher class school*, and the remaining one-third to the governors of the Scott and Oliver Trust, towards the maintenance of Selkirk High School - - - - - - - - - £351 8 3

Shetland County.

Grant for year ended 31*st March* 1905 = 499*l.* 3*s.* 3*d.*

Scheme approved on 5th February 1903.

Allocation of grant :—

I. *For Bursaries* tenable, with free education at Lerwick Secondary School = 210*l.*

(The Bursaries are not as a rule open to children living within three Miles of Lerwick.)

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II. A Grant of 5*l.* to the teachers in cases where Bursars are prepared in Schools having only one certificated teacher.

III. *Capitation grants to advanced departments of State-aided schools* :—
3*l.* for each scholar qualified in terms of Article 29 of the Code who receives satisfactory instruction in secondary subjects throughout the year.

IV. The residue,* after meeting the *expenses of the Committee*, to go, so far as required, for the purpose of providing efficient secondary education in the Anderson Institute, to the School Board of Lerwick, on condition that free education be given therein to all Bursars, and all children in the county over 13 who are qualified in terms of Article 29 of the Code. Any balance to be applied for Bursaries under Head I.

V. The balance from previous years' grants may be applied for providing small Bursaries.

Stirling County.

Grant for year ended 31*st March* 1905 = 1,707*l.* 13*s.* 9*d.*

Scheme approved on 12th February 1904.

Allocation of grant :—

1. Grants to higher class schools :—

	£
Stirling High School	450
Falkirk „ „	550

2. Grant to secondary department at :—

	£
Grangemouth Grange Public School	150

3. Grants of 2*l.* per head to the head teachers of other State-aided schools for each scholar qualified in terms of Article 29 of the Code who passes into and remains one session in an approved higher school.

4. Bursaries not exceeding 15 in number (of which 12 are to be reserved for candidates residing outside the School Board areas of Falkirk and Stirling) of 5*l.* for the first year, 7*l.* 10*s.* for the second year, and 10*l.* for subsequent years, with railway fares to an approved Higher School ; open to scholars qualified in terms of Article 29 of the Code.

N.B.—In no case shall the grant to any School exceed four-fifths of a certified deficiency which, but for such grant, would be required from the Rates to maintain the School or Department.

Sutherland County.

Grant for year ended 31*st March* 1905 = 427*l.* 14*s.* 5*d.*

Contributions by local authorities = 214*l.* 2*s.* 6*d.*

Scheme approved on 5th November 1904.

Allocation of grant :—

I. To five selected central schools with higher grade department viz. :—

	£
Dornoch Public School	85
Golspie „ „	85
Clyne „ „	85
Helmsdale „ „	85
Lairg „ „	75

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

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II. A Bursary of 10*l.* for pupils under 14, tenable for one year at a Higher Grade School, for each of the parishes of Assynt, Creich Durness, Eddrachillis, Farr, Rogart, and Tongue.

III. *Technical Education* :—

(1.) A grant of 150*l.* to the Sutherland Technical School.

(2.) Seven parish Bursaries of 5*l.* (one assigned to each of the parishes mentioned in Section II above) for children under 13, tenable for two years at a School approved by the Committee (the bursary to be increased by 5*l.* when attendance at such school involves residence away from home).

(3.) Six county Bursaries of 10*l.* for children between 14 and 18, tenable at Higher Grade or Higher Class Schools.

IV. Expenses of Committee = 40*l.*

Wigtown County.

Grant for year ended 31*st March* 1905 = 545*l.* 16*s.* 0*d.*

Contributions by local authorities = 23*l.* 1*s.* 3*d.*

Scheme approved on 22nd January 1904.

Allocation of Grant :—

	£	s.	d.
(*a.*) *To higher class schools* :—			
To Stranraer High School, 100*l.*; and 115*l.* for the fees of 20 pupils	215	0	0
To Ewart and Douglas High Schools, Newton Stewart, 100*l.*; and 45*l.* for the fees of 15 pupils	145	0	0
	£360	0	0

	£	£
(*b.*) *To secondary departments* at—		
Wigtown Burgh and Parish Public School	70	= 140
Whithorn Principal Public School	70	
(*c.*) *To other State-aided Schools* :-		
Kirkmaiden Central Public School	£25	£50
Port William Public School	£25	

(*d*) *Expenses of Committee*, 27*l.* 0*s.* 10*d.*

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TABLE VII.

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TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended 15th May 1904, and the number of Schools and individual

No.	Committee.	INCOME.			
		1. Balance in hand on 15th May 1903.	2. Grant Received for Secondary Education.	3. Sums received from Local Authorities for Technical Education.	4. Bank (and other) Interest.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen (Burgh)	28 9 9	1,330 8 4	—	2 18 7
2	Aberdeen (County)	4,177 11 8	1,902 17 0	2,299 1 11	85 15 8
	Argyll	101 0 4	988 10 10	—	8 15 1
4	Ayr	10,206 9 0	2,891 3 4	2,841 18 2	189 12 2
5	Banff	942 3 6	856 5 9	54 18 8	15 13 0
6	Berwick	759 7 8	530 12 6	705 6 8	18 6 8
7	Bute	39 15 6	399 10 11	—	—
8	Caithness	1,555 1 11	559 14 11	247 12 4	21 13 1
9	Clackmannan	22 7 9	538 17 11	17 10 8	—
10	Dumbarton	1,250 14 1	1,410 3 10	—	22 19 9
11	Dumfries	720 17 11	970 16 1	1,509 18 7	28 9 0
12	Dundee (Burgh)	1 16 4	1,911 17 9	—	19 7 7
13	Edinburgh (County)	1,961 10 3	3,568 10 5	—	53 5 3
14	Edinburgh (City)	462 14 5	1,192 17 2	—	5 15 0
15	Elgin	178 11 7	672 12 10	394 8 11	1 0 6
16	Fife	2,563 0 11	2,524 7 9	—	33 8 4
17	Forfar	18 3 9	1,505 9 4	—	12 6 10
18	Glasgow (City)	1 0 0	6,822 1 0	—	—
18A	Govan	1,533 6 11	2,409 16	400 0 0	35 3 6
19	Haddington	297 4 6	610 13 6	85 2 3	12 1 1
20	Inverness	1,665 16 3	1,156 14 5	416 13 5	21 17 7
21	Kincardine	570 13 2	534 19	514 4 2	18 3 3
22	Kinross	291 1 3½	270 15 7	—	6 17 4
23	Kirkcudbright	141 12 1	619 13 3	326 1 2	4 18 7
24	Lanark	1,644 18 4	5,333 5 2	—	62 2 6
24A	Leith (Burgh)	225 18 4	1,022 10 3	—	12 11 3
25	Linlithgow	2,374 2 2	905 14 4	1,006 9 0	95 0 1
26	Nairn	57 10 1	292 12 7	—	—
27	Orkney	6 2 4	504 16 6	—	6 9 3
28	Peebles	18 7 3	359 13 3	—	—
29	Perth	681 11 3	1,516 19 2	—	23 17 6
30	Renfrew	1,218 17 3	3,328 19 10	—	31 15 9
31	Ross and Cromarty	1,817 4 0	1,012 0 1	675 1 3	28 10 6
32	Roxburgh	1,393 3 0	715 2 9	753 15 3	32 9 3
33	Selkirk	90 0 0	448 3 3	—	—
34	Stirling	1,231 13 1	1,707 13 9	—	23 13 6
35	Sutherland	1,368 5 6	427 14 5	231 4 3	18 10 6
36	Wigtown	106 18 4	545 16 0	25 10 5	4 14 3
37	Zetland	205 15 9	499 3 3	—	3 2 10
	Total	41,960 17 7½	55,300 0 0	12,504 17 6	961 6 3

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VII.

Sums actually Received and actually Expended under various Heads during the Scholars participating in the Grants paid under the various Heads.

From other Sources.	Total Income.	EXPENDITURE. 1. Expenses of Committee.	2. Direct Subsidies to (a.) Higher Class Schools.	2. Direct Subsidies to (b.). Higher Dpts. of State-aided Schools.	Total.	Number of Schools participating.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
—	1,861 16 8	25 10 3	1,500 0 0	300 0 0	1,800 0 0	6	1
—	8,465 6 3	451 17 3	—	300 0 0	300 0 0	3	2
—	1,098 6 3	43 11 11	—	—	—	—	3
123 0 5	16,252 3 1	499 11 10	—	—	—	—	4
—	1,869 0 11	43 4 3	—	640 0 0	640 0 0	19	5
—	2,013 13 6	22 7 10	1,000 0 0	100 0 0	1,100 0 0	3	6
—	439 6 5	13 18 3	—	290 0 0	290 0 0	1	7
—	2,384 2 3	53 15 9	—	510 0 0	510 0 0	6	8
0 7 6	579 3 10	30 14 6	120 0 6	425 0 0	545 0 0	4	9
—	2,683 17 8	66 19 2	—	580 0 0	580 0 0	6	10
—	3,230 1 7	148 17 7	412 13 0	487 7 0	900 0 0	6	11
—	1,933 1 8	23 6 8	954 17 6	954 17 6	1,909 15 0	4	12
—	5,583 5 11	139 16 1	2,250 0 0	1,580 0 0	3,830 0 0	9	13
—	1,661 6 7	72 5 10	—	453 6 8	453 6 8	7	14
—	1,246 13 10	42 0 11	300 0 0	186 10 0	486 10 0	7	15
—	5,120 17 0	121 10 10	1,340 0 0	1,605 0 0	2,945 0 0	16	16
0 0 7	1,536 0 6	31 14 0½	1,000 0 0	185 0 0	1,185 0 0	7	17
—	6,823 1 0	51 5 0	3,980 0 0	2,350 0 0	6,280 0 0	14	18
—	4,378 6 8	33 2 6	660 0 0	1,823 0 0	2,483 0 0	6	18A
—	1,005 1 4	23 5 6	240 0 0	160 0 0	400 0 0	5	19
236 4 1	3,497 5 9	147 14 9	200 0 0	550 0 0	750 0 0	6	20
18 6 7	1,656 6 6	82 3 1	380 0 0	85 0 0	465 0 0	3	21
—	568 14 2½	15 1 10	—	—	—	—	22
—	1,092 5 1	41 10 10	429 2 11	320 0 0	749 2 11	5	23
—	7,040 6 0	145 13 3	650 0 0	—	650 0 0	1	24
—	1,260 19 10	54 6 9	—	700 0 0	700 0 0	2	24A
1 2 9	4,382 8 4	329 12 10	200 0 0	400 0 0	600 0 0	3	25
—	350 2 8	11 9 10	247 12 6	—	247 12 6	1	26
—	517 3 6	44 0 4	—	—	—	—	27
—	378 1 4	6 6 0	341 7 8	—	341 7 8	1	28
—	2,222 7 11	35 16 0	570 0 0	—	570 0 0	4	29
—	4,579 12 10	111 14 0	650 0 0	1,310 0 0	1,960 0 0	9	30
49 9 0	3,582 4 10	158 9 8	117 0 0	640 0 0	757 0 0	9	31
—	2,894 10 8	42 7 3	1,022 16 3	65 9 2	1,088 5 5	3	32
—	533 3 3	24 9 3	338 19 0	25 0 0	363 19 0	3	33
—	2,993 0 4	53 14 3	900 0 0	360 0 0	1,260 0 0	5	34
—	2,045 15 1	57 11 5	—	510 0 0	510 0 0	6	35
0 2 0	683 1 5	18 17 5	360 0 0	190 0 0	550 0 0	7	36
—	708 1 10	16 9 2	—	150 0 0	150 0 0	1	37
423 12 11	111,155 14 3½	3,336 4 3½	20,114 8 10	18,235 10 4	38,349 19 2	198	

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TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended

No.	Committee.	EXPENDITURE					
		3. Grants paid on the basis of a certified deficiency.	Number of Schools participating.	4. Capitation Grants on account of Attendance of Scholars in—			
				(a.) Higher Class Schools.	(b.) Higher Dpts. of State-aided Schools.	Total.	Number of Schools participating.
		£ s. d.		£ s. d.	£ s. d.	£ s. d.	
1	Aberdeen (Burgh)	—	—	—	—	—	—
2	Aberdeen (County)	1,110 0 0	53	—	—	—	—
3	Argyll	699 0 0	11	—	—	—	—
4	Ayr	1,935 0 0	19	—	—	—	—
5	Banff	—	—	—	—	—	—
6	Berwick	—	—	—	—	—	—
7	Bute	—	—	—	—	—	—
8	Caithness	—	—	—	—	—	—
9	Clackmannan	—	—	—	—	—	—
10	Dumbarton	—	—	—	514 5 0	514 5 0	6
11	Dumfries	—	—	281 2 1	418 17 11	700 0 0	6
12	Dundee (Burgh)	—	—	—	—	—	—
13	Edinburgh (County)	—	—	—	—	—	—
14	Edinburgh (City)	—	—	—	551 0 0	551 0 0	7
15	Elgin	—	—	—	—	—	—
16	Fife	—	—	1,000 0 0	—	1,000 0 0	5
17	Forfar	—	—	—	236 16 3	236 16 3	3
18	Glasgow (City)	—	—	—	—	—	—
18A	Govan	—	—	20 3 10	79 16 2	100 0 0	5
19	Haddington	—	—	—	—	—	—
20	Inverness	—	—	—	222 0 0	222 0 0	13
21	Kincardine	—	—	—	—	—	—
22	Kinross	—	—	—	—	—	—
23	Kirkcudbright	—	—	—		—	—
24	Lanark	4,263 16 2	24	—	—	—	—
24A	Leith (Burgh)	—	—	—	—	—	—
25	Linlithgow	935 12 7	3	—	—	—	—
26	Nairn	—	—	—	—	—	—
27	Orkney	—	—	—	250 0 0	250 0 0	
28	Peebles	—	—	—	12 0 0	12 0 0	
29	Perth	—	—	337 0 0	280 0 0	617 0 0	
30	Renfrew	—	—	—	52 0 0	52 0 0	
31	Ross and Cromart	—	—	—	—	—	—
32	Roxburgh	—	—	—	20 0 0	20 0 0	
33	Selkirk	—	—	—	—	—	—
34	Stirling	—	—	458 17 4	227 8 3	686 5 7	
35	Sutherland	—	—	—	—	—	
36	Wigtown	—	—	—	—	—	
37	Zetland	—	—	—	—	—	
	Total	8,943 8 9	103	2,097 8 8	2,864 3 7	4,961 6 10	67

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VII.—*continued.*

Sums actually Received and actually Expended under various Heads during the 15th May 1904, &c.—*continued.*

—*continued.*

5. Grants to Teachers (or Schools) in respect of Scholars transfer'd to more advd. Schs. or Depts.	6. Bursaries and Free Scholarships held at—						7. Travelling Allowances.	*Number of Scholars participating.*	No.
	(*a.*) Universities.	(*b.*) Higher Class Schools.	(*c.*) Higher Depts. of State-aided Schools.	(*d.*) Technical Schools or Colleges.	Total.	*Number of Scholars participating.*			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.		
—	—	—	—	—	—	—	—	—	1
3 0 0	95 0 0	338 0 0	210 10 0	15 0 0	658 10 0	*107*	—	—	2
—	—	20 0 0	40 0 0	—	60 0 0	*6*	—	—	3
—	—	818 11 6	493 1 0	279 0 0	1,590 12 6	*262*	607 14 0	*373*	4
—	—	—	—	—	—	—	—	—	5
—	—	—	—	—	—	—	301 6 4	*76*	6
—	—	—	99 10 0	—	99 10 0	*8*	—	—	7
16 0 0	25 0 0	—	207 10 0	—	232 10 0	*43*	—	—	8
—	—	—	—	—	—	—	—	—	9
68 0 0	—	—	212 10 0	—	212 10 0	*62*	9 11 6	*4*	10
94 0 0	—	452 5 0	91 5 0	46 13 4	590 3 4	*98*	—	—	11
—	—	—	—	—	—	—	—	—	12
—	—	190 0 0	—	—	190 0 0	*40*	—	—	13
5 0 9	—	240 10 0	275 17 6	—	516 7 6	*71*	54 4 0	*18*	14
—	—	85 0 0	30 0 0	45 0 0	160 0 0	*22*	26 0 0	*13*	15
—	—	100 0 0	—	—	100 0 0	*10*	—	—	16
38 0 0	—	—	—	—	—	—	—	—	17
—	—	—	—	—	—	—	—	—	18
—	—	—	—	—	—	—	—	—	18A
30 0 0	—	215 0 0	55 0 0	—	270 0 0	*53*	43 6 10	*15*	19
50 0 0	30 0 0	452 10 0	932 10 0	—	1,415 0 0	*121*	—	—	20
56 0 0	—	185 0 0	50 0 0	—	235 0 0	*24*	1 10 0	*1*	21
—	—	219 2 9½	10 0 0	—	229 2 9½	*29*	68 19 3	*22*	22
—	—	105 0 0	93 15 0	—	198 15 0	*16*	—	—	23
430 0 0	—	22 10 0	347 10 0	—	370 0 0	*42*	—	—	24
—	—	—	141 0 0	—	141 0 0	*47*	—	—	24A
39 0 0	—	—	—	—	—	—	162 15 4	*146*	25
—	16 0 0	30 0 0	—	—	46 0 0	*2*	—	—	26
—	—	—	160 17 6	—	160 17 6	*53*	—	—	27
—	—	—	—	—	—	—	—	—	28
—	—	—	—	—	—	—	—	—	29
—	—	60 14 0	6 0 0	—	66 14 0	*13*	179 2 7	*90*	30
31 0 0	25 0 0	110 0 0	415 0 0	—	550 0 0	*45*	—	—	31
—	—	126 0 0	—	—	126 0 0	*42*	52 16 4	*20*	32
—	—	39 0 0	11 0 0	—	50 0 0	*5*	—	—	33
20 1 11	—	110 0 0	25 0 0	—	135 0 0	*27*	126 12 6	*27*	34
—	—	27 10 0	145 0 0	—	172 10 0	*46*	—	—	35
—	—	—	—	—	—	—	—	—	36
—	—	—	205 10 0	—	205 10 0	*19*	—	—	37
880 2 8	191 0 0	3,946 13 3½	4,258 6 0	385 13 4	8,781 12 7½	*1,292*	1,633 18 8	*805*	

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TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the Year ended

No.	Committee.	EXPENDITURE—*continued.*				
		8. Grants towards Building or Equipment of—				9. Special Payments for Technical Instruction.
		(*a.*) Higher Class Schools.	(*b.*) Higher Dpts. of State-aided Schools.	Total.	*Number of Schools participating.*	
		£ *s. d.*	£ *s. d.*	£ *s. d.*		£ *s. d.*
1	Aberdeen (Burgh)	—	—	—	—	—
2	Aberdeen (County)	—	—	—	—	2,635 10
3	Argyll	—	—	—	—	—
4	Ayr	—	—	—	—	2,157 12 9
5	Banff	—	—	—	—	50 1 11
6	Berwick	—	10 0 0	10 0 0	*1*	6 18 0
7	Bute	—	—	—	—	—
8	Caithness	—	—	—	—	125 2 9
9	Clackmannan	—	—	—	—	—
10	Dumbarton	—	—	—	—	—
11	Dumfries	11 8 7	31 10 2	42 18 9	*5*	398 15 10
12	Dundee (Burgh)	—	—	—	—	—
13	Edinburgh (County)	—	—	—	—	—
14	Edinburgh (City)	—	—	—	—	—
15	Elgin	—	—	—	—	313 18 1
16	Fife	—	—	—	—	—
17	Forfar	—	—	—	—	—
18	Glasgow (City)	—	—	—	—	—
18A	Govan	—	*133 15 0	133 15 0	*11*	—
19	Haddington	—	—	—	—	163 5 10
20	Inverness	—	—	—	—	93 0 2
21	Kincardine	—	—	—	—	276 1
22	Kinross	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—
24	Lanark	—	113 5 7	113 5 7	*2*	—
24A	Leith (Burgh)	—	—	—	—	100 0 0
25	Linlithgow	—	—	—	—	1,270 6 11
26	Nairn	—	—	—	—	—
27	Orkney	—	—	—	—	—
28	Peebles	—	—	—	—	—
29	Perth	—	—	—	—	—
30	Renfrew	—	—	—	—	—
31	Ross and Cromarty	—	14 19 0	1 19 0	*1*	289 9 2
32	Roxburgh	—	—	—	—	233 5 3
33	Selkirk	—	—	—	—	—
34	Stirling	—	—	—	—	—
35	Sutherland	—	—	—	—	15 0 0
36	Wigtown	—	—	—	—	—
37	Zetland	—	—	—	—	—
	Totals	11 8 7	303 9 9	314 18 4	*18*	8,128 11 8

* For Books for use of Free Scholars.

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VII.—*continued.*

Sums actually Received and actually Expended under various Heads during the 15th May 1904, &c.—*continued.*

10. Other Payments.	11. Total Expenditure.	*Total Number of Schools participating.*	*Total Number of Scholars on account of whom payments have been made.*	12. Balance in hand on 15th May 1904.	No.
£ d.	£ s. d.			£ s. d.	
—	1,825 10 8	6	—	36 6 5	1
—	5,158 17 10	53	107	3,306 8 5	2
—	802 11 11	11	6	295 14 4	3
—	6,790 11 1	13	635	9,461 12 0	4
76 0 0	809 6 2	19	—	1,059 14 9	5
145 2 10	1,585 15 0	3	76	427 18 6	6
—	403 8 8	1	8	35 17 9	7
—	937 7 9	6	42	1,446 14 6	8
—	575 14 6	4	—	3 9 4	9
—	1,451 5 8	6	62	1,232 12 0	10
—	2,874 15 6	6	98	355 6 1	11
—	1,963 1 8	4	—	—	12
—	4,159 16 1	9	40	1,423 9 10	13
—	1,652 4 9	7	71	9 1 10	14
25 0 0	1,053 9 0	7	22	193 4 10	15
—	4,166 10 10	16	10	954 6 2	16
—	1,491 10 3½	7	—	44 10 2½	17
340 0 0	6,671 5 0	14	—	151 16 0	18
120 0 0	2,869 17 6	11	—	1,508 9 2	18A
—	929 18 2	5	68	75 3 2	19
—	2,677 15 0	19	121	819 10 9	20
—	1,115 18 2	3	24	540 8 4	21
—	313 3 10½	—	89	255 10 4	22
—	989 8 9	5	16	102 16 4	23
—	5,972 15 0	25	42	1,067 11 0	24
—	995 6 9	2	47	265 13 1	24A
—	3,337 7 8	3	146	1,045 0 8	25
—	305 2 4	1	2	45 0 4	26
—	454 17 10	2	33	62 10 8	27
—	359 13 8	2	—	18 7 8	28
331 0 0	1,553 16 0	9	—	668 11 11	29
—	2,369 10 7	10	90	2,219 2 3	30
—	1,800 17 10	9	45	1,781 7 0	31
31 4 5	1,643 18 8	4	51	1,250 12 0	32
—	438 8 3	3	5	100 0 0	33
—	2,281 14 3	8	27	711 6 1	34
—	755 1 5	6	46	1,290 13 8	35
100 0 0	668 17 5	10	—	14 4 0	36
—	371 19 2	1	19	336 2 8	37
1,218 7 3	76,548 19 3	329	1,988	34,607 4 0½	

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TABLE VIII.

SUMMARY of the foregoing STATEMENT showing under various heads the total sums actually received and actually expended by Secondary Education Committees during the year ended 15th May 1904.

INCOME.

	£	s.	d.
1. *Balance in hand* on 15th May 1903	41,960	17	7½
2. *Amount received from the Scotch Education Department* under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892	55,300	0	0
3. *Contributions of local authorities* for purposes of technical education	12,504	17	6
4. *Bank* and other interest	961	6	3
5. *Other sources of income*	428	12	11
Total	£111,155	14	3½

EXPENDITURE.

	£	s.	d.	£	s.	d.
1. *Expenses of Committees*				3,336	4	3½
2.**Direct subsidies* to :—						
(*a.*) Higher Class Schools	20,114	8	10			
(*b.*) Higher Departments of State-aided Schools	18,235	10	4			
				38,349	19	2
3. *Grants paid on the basis of a certified deficiency*				8,943	8	9
4. *Capitation grants* on account of the attendance of scholars in :—						
(*a.*) Higher Class Schools	2,097	3	3			
(*b.*) Higher Departments of State-aided Schools	2,864	3	7			
				4,961	6	10

* The payment of these subsidies is often conditional upon the provision of certain free places.

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	£ s. d.	£ s. d.
5. *Grants to Teachers (or Schools)* in respect of Scholars transferred to more Advanced Schools or Departments -	—	880 2 8
6. *Bursaries* and *Free Scholarships* held at :—		
(*a.*) Universities - - -	191 0 0	
(*b.*) Higher class schools - -	3,946 13 3½	
(*c.*) Higher Departments of State-aided Schools - - -	4,258 6 0	
(*d*) Technical Schools or Colleges	385 13 4	
		8,781 12 7½
7. *Travelling Allowances* - - - -	—	1,633 18 8
8. *Grants towards Building or Equipment* of :—		
(*a.*) Higher Class Schools - -	11 8 7	
(*b.*) Higher Departments of State-aided Schools - -	303 9 9	
		314 18 4
9. *Special payments for Technical Instruction* - - - - - - - - -	—	8,128 11 8
10 *Other payments under the Schemes* -	—	1,218 7 3
Total Expenditure		76,548 10 3
Balance in hand on 15th May 1904 - - -		34,607 4 0½
Total -		£111,155 14 3½

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LEAVING CERTIFICATE EXAMINATION AND INSPECTION OF HIGHER CLASS SCHOOLS.

The Leaving Certificate Examination is held annually by the Scotch Education Department about the middle of June.

Candidates must be pupils of a School at which, or in connection with which, the examination is held, and must have been in regular attendance from January to the date of the examination.

Pupil Teachers engaged in a State-aided School may also be admitted to the examination.

Application for admission to the examination must be made by the Official Correspondent of the School.

(*For further information see Circular* 349.)

NOTE AS TO MATHEMATICAL PAPERS.

The following Regulations have been drawn up after very full and careful deliberation. It is hoped that they will be found to provide a satisfactory basis for Mathematical instruction in secondary schools, and that teachers will welcome the increased freedom allowed in regard both to the choice of the material and to its treatment. It is felt that in the study of Arithmetic more attention should be given to the explanation of the ordinary rules, so as to secure their intelligent use, and to the employment of contracted methods, with the object of obtaining results which are accurate to a required degree of approximation, without involving unnecessary labour. Systematic practice in the use of logarithms is also an element in Mathematical training that deserves more consideration than it sometimes receives. Again, it is desirable to maintain the feeling of unity between the different branches of Mathematical study. Pupils should be made to realize that the fundamental laws of Algebra and of Arithmetic are really the same, and they should be encouraged to employ algebraical formulæ in arithmetical calculation. Similarly the explanation and illustration of algebraical expressions by graphical methods might with advantage be introduced at an earlier stage than has hitherto been customary, always provided that due care is taken to secure accurate drawing. With regard to Geometry, it is advisable that certain fundamental geometrical results should be established, as far as possible, in the first place by trial and experiment, involving accurate drawing and calculation, before an advance is made to a deductive proof, and that exercises involving definite numerical data should accompany and follow upon the proof of the principal propositions. The syllabus given below ought to lend itself readily to the carrying out of these principles.

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Regulations.

Examinations in Mathematics are held in three Grades: Lower, Higher, and Honours. Candidates may be presented for examination in any grade, but those who fail to pass in the grade in which they are examined will not be credited with a pass in a lower grade. In writing out the answers to the questions in the Mathematical papers it is essential that the full detailed work should always be given in its proper sequence as part of the answer. The work should be written out with such care and neatness in the first instance that a second copy may not be required. But if from any cause a second copy of any answer is made, this copy must include all the detailed working, and the first copy must be struck out with the pen. In Geometry all the figures should be careful and accurate. For this purpose candidates must be provided with a fairly hard pencil, a flat wooden ruler graduated on one edge in inches and tenths of inches, and on another in centimetres and millimetres, two set squares (45° and 60°), a protractor graduated to degrees, and compasses furnished with a pencil point. In all the Mathematical subjects, marks are given for neatness, arrangement, good style, and well-drawn figures. Tables of Four Place Logarithms of Numbers and Trigonometrical Functions will be provided for the use of candidates in the Higher Grade and in Honours.

Lower Grade.

The Examination in Lower Grade Mathematics will consist of three papers (Mathematics I., II. and III.), for each of two of which two hours will be allowed, while one hour will be allowed for the third. It will embrace the following subjects:—

Arithmetic. The elementary rules; prime factors of numbers; weights and measures in common use; the metric system; vulgar and decimal fractions; elementary methods of approximate calculation by decimals; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

Algebra. Numerical interpretation of formulæ; simple algebraical transformations; the graphical representation of simple functions; equations of the first degree in one or two variables; easy quadratic equations; problems leading to the above equations.

Geometry. The main propositions given in Euclid, Books I. and III, with deductions and constructions arising from them; simple loci; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Candidates who take the Lower Grade Examination in Mathematics may not be presented in any of the Additional Subjects.

Higher Grade.

The examination will consist of three papers (Mathematics I., II., and III.), for each of which two hours will be allowed, and will embrace the following subjects:—

Algebra. The subjects of the Lower Grade; more difficult transformations, equations and problems; application of graphical methods; elementary theory of indices including logarithms; surds; the remainder theorem; ratio; proportion; progressions. Arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

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Geometry. The main propositions in Euclid I.–VI. and XI., 1–21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities; the elementary properties of simple plane-faced solids; mensuration of plane and solid figures; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Trigonometry. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems.

Candidates who takes the Higher Grade Examination in Mathematics may be presented in one (but not in more than one) of the following Additional Subjects:—Elements of Dynamics; Geometrical Conics; Analytical Geometry.

Honours.

The examination will consist of four papers, arranged as described below. Candidates must pass with credit in each, but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Algebra (1½ hours). The subjects of the Higher Grade with more difficult examples; the elements of indeterminate coefficients and partial fractions; inequalities; elementary treatment of maxima and minima; permutations and combinations; the binomial theorem with positive integral indices; the exponential series and elementary cases of recurring series together with the application of the simplest tests for their convergency or divergency; the graphic representation of simple algebraic functions; the elementary theory of complex numbers.

2. Geometry (2 hours) including Euclid with deductions, and the following sections of Modern Geometry:—Line segments (signs of segments, relations among segments); transversals; properties of the centroid and orthocentre of a triangle and of its circumscribed, inscribed, escribed and nine-point circles; harmonic ranges and pencils; pole and polar; radical axis; similitude; inversion.

3. Trigonometry (1½ hours), as far as De Moivre's theorem, with its application to simple series.

4. At least one of the following additional subjects:—Geometrical Conics, Analytical Geometry, Higher Dynamics.

Additional Subjects.

1. Elements of Dynamics (1½ hours). Velocity, acceleration, the rectilineal motion of a uniformly accelerated particle, the laws of motion, the composition of forces, equilibrium, the centre of mass (gravity), common machines, work and energy, elementary hydrostatics.

2. Geometrical Conics (1½ hours). The properties of the parabola, the elementary properties of central conics, the sections of the cone.

3. Analytical Geometry (1½ hours). The straight line, transformation of co-ordinates, the circle.

4. Higher Dynamics (1½ hours). The elements of dynamics, as above, treated with the help of trigonometry, Atwood's machine, parabolic motion of a projectile, composition of forces acting on a rigid body, uniform circular motion, impact, kinetic energy, centre of pressure, metacentre.

No candidate may take any of the additional subjects who is not a candidate in Mathematics, (Higher Grade or Honours), and no credit will be given for success in any of the additional subjects unless the candidate attain a certain standard of proficiency in Mathematics.

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Book-keeping and Commercial Arithmetic.

The examination in Book-keeping and Commercial Arithmetic will consist of the following papers. Candidates must pass in both. It is highly desirable that no pupil should be presented for this branch of the examination until he or she has passed in Lower Grade Mathematics.

1. Book-keeping (2½ hours). Candidates will be required to answer easy questions on the principles and practice of Book-keeping, to frame the books necessary to record a number of transactions of moderate difficulty, to adjust ledger accounts, and to frame balance-sheets and profit and loss accounts. Proper books will be provided.

2. Commercial Arithmetic (2 hours). Arithmetic with special reference to discount, interest, exchange, foreign weights and measures, and such questions as are likely to arise in ordinary commercial transactions. An exercise in calculation, involving speed and accuracy, will be given.

December, 1904.

Note as to Papers in English.

Various representations have from time to time been made in connexion with the subject of the examination in English, and these representations have been the subject of careful consideration in the light of the experience of past years. My Lords attach great value to these suggestions, made, as they are, by those whose means of judging are large; and, without intending to intimate any serious change in the methods of examination, They think it will be useful to indicate the views which They Themselves have adopted on certain points upon which these suggestions bear.

My Lords attach very great importance to this part of the examination, holding that mastery of our own language, and the power of lucid and easy composition, are amongst the most valuable elements in higher education.

It has been urged that the mental training involved in English Grammar and Analysis is of little value to those who have studied the principles of grammar through an inflected language. But many of the candidates in the Leaving Certificate Examination have not had this opportunity. In their case the grammatical part of the English examination is important, and the subject forms too constant a feature in the curriculum of the Schools to be ignored.

For all pupils, on the other hand, the exercise in paraphrasing is of great importance, not only as a mental discipline, but as training the pupil to grasp the real meaning of what he reads, and indirectly assisting him to acquire facility in composition.

The subject of the chronological study of English Literature, and of the degree to which it should be recognised in the examination, is one of great difficulty. It is unquestionable that, as it is not infrequently pursued, this study lends itself to superficial and demoralising cram-work, and my Lords regret to find evidence in the examination that this very largely prevails. They are unwilling either to ignore the subject altogether or to adopt the only remaining course of prescribing a special period or special authors for study. This last course would be

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opposed to the principle upon which the examination has hitherto been based, and my Lords fear that it might tend to introduce a monotony of curriculum which would be hurtful to the Schools. Whether the arguments in its favour do not counterbalance these disadvantages is a matter on which They prefer to delay coming to a decision until They have some further experience. In any case, in prescribing a certain period or certain authors it would be necessary to allow considerable breadth of option to the Schools in selecting the work to be taken up.

They think that the following are principles upon which the most competent judges would be in agreement, and They wish it to be understood that they will prevail in the conduct of the examination:—

1st. The chief and most essential requirement in the examination will be a fair power of writing lucid and grammatical English, such as may prove the candidate to have had an adequate training in composition.

2nd. He will be expected to show such power of paraphrasing as may prove that he has been trained to read with care and thought, and to exercise his mental faculties in endeavouring to discover the meaning of a difficult passage.

3rd. He must also show a comprehension of grammatical principles, and a general acquaintance with the leading grammatical rules under some system in current use.

4th. In regard to English Literature, my Lords think that candidates may be expected to have some acquaintance with the authorship and period of the leading masterpieces of our literature. This need involve no multiplicity of biographical or bibliographical detail, and They think it may be acquired with no undue burden of time or labour. But any answers which show that the study of English Literature has been interpreted to mean the committing to memory of lists of authors, and their books—and the answers of pupils so trained seldom fail, by an occasional absurdity, to give evidence of such training—will be treated with the utmost rigour, and will not be held to compensate for deficiency in the essential parts of the examination. On the other hand, such answers as show independent reading, careful and methodical instruction, or intelligent criticism, will be accorded full weight in adjudging marks in the case of the Higher and Honours Grades. In the Lower Grade, my Lords cannot expect any such results, and They propose that this part of the subject shall form a comparatively unimportant element in the examination in that grade.

5th. With regard to History and Geography, my Lords have little to add to the remarks which They have made in previous years. These subjects enter largely into the curriculum of many schools: they are required by many of the bodies by whom passes in the Leaving Certificate Examination are recognised; and my Lords are unwilling to do anything which would discourage the continuance of such instruction. They endeavour to give a wide option in the questions set, and to afford opportunity to all who have not entirely neglected the subjects to show a knowledge of them in some branch or other. More than this They have not demanded, and do not propose to demand, as a necessary condition of a pass; but more extensive knowledge will receive ample recognition.

December, 1904.

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Note as to Papers in Modern Languages.

My Lords desire to remind School Authorities of the terms of the Circulars issued on 15th June and 1st August, 1901.

While neither commercial nor literary questions will be included in the ordinary French and German papers of any grade, Their Lordships are prepared, in the event of candidates coming forward, to have special papers set in Commercial French and Commercial German. Except with the express sanction of the Department, no candidate will be admitted to this separate examination in either language unless he has already passed in the Higher Grade in the language in which he desires to be examined.

The general grouping and arrangement of the ordinary papers will be much the same as at last examination. But no philological questions will be set which imply a knowledge of any language other than English and that in which the candidate is being examined. No candidate will be allowed to pass who does not attain a certain minimum in translation and composition. The papers set for Honours will be entirely distinct from that set for the Higher Grade. They will be two in number, the first consisting mainly of composition, and the second of translation and more advanced grammar.

My Lords do not propose in the meantime to discontinue the practice hitherto followed of allowing unsuccessful candidates for Honours in Modern Languages to pass in the Higher Grade, provided their work bears witness to a level of attainment corresponding to that required for a pass in the Higher Grade on a Higher Grade paper.

Candidates in the Lower and Higher Grades will be required to reproduce in French or German a story that has been read aloud to them in English. This test will not, however, be applied to Honours candidates. Instead, they will be afforded an opportunity, in the first Honours paper, of showing their powers of free composition in an essay on some simple theme.

The marks given for fair writing in the German character now form an integral part of the ordinary total.

My Lords are fully alive to the importance of the oral side of Modern Language teaching. In several cases They have already refused to admit to the examination candidates from Schools where the report of the Inspector who visits the School shows that pronunciation has been neglected. In this connection Their Lordships desire, further, to draw attention to the regulations as to oral examination which are laid down in Circular 340.

December, 1904.

Note as to Latin and Greek Papers.

My Lords have considered the various remarks submitted to Them from time to time in regard to the examinations in Latin and Greek for the Leaving Certificate. In the past, complaints have been made that in certain grades the papers set have sometimes been of undue difficulty. Without pronouncing any opinion as to this, my Lords agree that it is undesirable to set

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any test which is of an involved or confusing character. But, while anxious to avoid undue difficulty, my Lords cannot hold out the hope that the test applied in judging the answers to such papers as may be set will be relaxed. One of the objections to undue difficulty in questions is that this may very probably lead to undue leniency in the test applied. My Lords think it more desirable to reverse the process; and, while restricting the questions or exercises to a moderate standard, to be severe in exacting a certain amount of correct answering as a minimum.

It is undoubtedly difficult, having regard to the diverse objects which these examinations have to serve, to fix the precise standard which ought to be maintained; but my Lords can only state that They continue to study the matter carefully in the light of experience, and in consultation with those best able to form an opinion.

The general arrangement of the papers will follow the model of 1904.

December, 1904.

Leaving Certificate Examination, 1905. **Circular 365.**

Higher Class Schools.

Scotch Education Department,
16th December, 1904.

SIR,

1. I am directed to inform you that my Lords propose that the next Written Examination for Leaving and Intermediate Certificates shall begin on Wednesday, the 21st of June.

2. Leaving and Intermediate Certificates are now granted only under the conditions explained in Circular 340, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the Official Correspondent of the School must forward to the Department by the 1st of March, on a form (A. 22) to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

3. I am to remind you of Their Lordships' Circular Letters dated 16th May, 1902, and 28th January, 1903, respectively (Circulars 358 and 375), dealing with the recently instituted Commercial, Technical, and Special Group Certificates. Where it is desired to present candidates for any of these, application for recognition of the special Course to be followed (if not already approved) should be made *at once* to the Department, accompanied by the relative Syllabuses and Time Tables. I am to add that it is not the intention of Their Lordships that the same candidate should be presented for more than one class of Group Certificate.

4. My Lords regret to find that, notwithstanding the explanations given in Their Circular of 19th November, 1900, considerable misapprehension appears still to exist as to the precise intention and purpose of the examination for Honours. I am to remind you of the limitation which was introduced three years ago. No pupil may now be presented in one and the same year as a candidate for Honours in

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more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained.

5. My Lords would strongly deprecate a practice which appears to be too frequent, and which not only constitutes an abuse of the Examination, but is contrary to the best interests of the candidates. It is that of presenting a candidate in the same grade in which he or she has passed in a previous year. So prevalent does this practice continue to be that it is now under consideration whether it may not be necessary, in the near future, to lay down a definite regulation regarding it.

6. In general, the principles explained in last year's Notes as to English, Latin and Greek, and Modern Languages will apply to the Examination to be held in 1905. Your attention is, however directed to the statement in the Modern Languages Note regarding questions in Philology. In connection with Modern Languages, I am also to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to add that, while no alteration in the existing arrangement will be made in 1905, Their Lordships have still under consideration the desirability of entirely separating the papers set for Honours from that set for Higher Grade.

7. I am to refer you to Their Lordships' Circular Letter of 11th September, 1903 (Circular 376), which enclosed a copy of the regulations which will apply to the Mathematical Papers to be set in 1905. Two copies of the Note as to these Papers are enclosed herewith.

I am to point out that, while questions in Arithmetic will continue to form an integral part of the papers set in the Higher and Lower Grades, no candidates can henceforth be presented in Arithmetic only.

Books of Logarithms will be supplied by the Department for the use of candidates presented in the Higher Grade and in Honours. These Books must be returned to the Department at the close of the Examination.

I am also to say that, in future, a few pages of the books in which the answers to the Mathematical Papers are to be written will be square-ruled.

8. Candidates will be examined in Science and in Drawing under conditions similar to those which obtained this year.

9. Hitherto the minimum age at which candidates have been admitted to the Examination has been 13. In future no candidate's name will be accepted unless he or she will be at least 14 years of age on the the 1st of October next following the proposed presentation.

10. As those Higher Class Schools from which candidates have been previously presented are kept on the lists of the Department, it will not be necessary to make any application for the admission to the Written Examination of pupils attending them.

11. My Lords desire to remind you that only those candidates will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.

12. My Lords would strenously discourage the haphazard presentation of pupils in isolated subjects. Every candidate who is admitted to the Examination at all, ought to have some definite form of Group Certificate in view.

13. As last year my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates

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to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows :—

For 41–80 candidates, one Assistant;

For 81–120 candidates, two Assistants; and so on.

The expense of one Supervising Officer *for each subject* will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

14. Owing to the large number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

I have, etc.,

H. CRAIK.

Leaving Certificate Examination, 1905. Circular 366.

State-aided Schools only.

Scotch Education Department,
16th December, 1904.

SIR,

1. I am directed to inform you that my Lords are prepared next year, as in previous years, to admit to the Examination for Leaving and Intermediate Certificates candidates from the Higher Departments of State-aided Schools, if upon due enquiry these Departments should appear to be of such a character as to warrant the benefits of the Examination being extended to the scholars in attendance.

A form of application for admission to the Written Examination (H (14)) will be sent early in January to all State-aided Schools from which pupils or pupil teachers were presented this year. All the information required by the Department should be given on this form, and no letter should be sent with it unless there are special circumstances to explain.

Forms for other Schools can be obtained on application to the Department in January.

2. Leaving and Intermediate Certificates are now granted only on the conditions explained in Circular 340, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of March, on a form (A 22) to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

3. I am to remind you of Their Lordships' Circular Letters dated 16th May, 1902, and 28th January, 1903, respectively (Circulars 358 and 375), dealing with the recently instituted Commercial, Technical, and Special Group Certificates. Where it is desired to present candidates for any of these, application for recognition of the special Course to be followed (if not already approved) should be made at once to the Department, accompanied by the relative Syllabuses and Time-Tables. I am to add that it is not the intention of Their Lordships that the same candidate should be presented for more than one class of Group Certificate.

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4. My Lords regret to find that, notwithstanding the explanations given in their Circular of 19th November, 1900, considerable misapprehension appears still to exist as to the precise intention and purpose of the examination for Honours. I am to remind you of the limitation which was introduced three years ago. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained.

5. My Lords would strongly deprecate a practice which appears to be too frequent, and which not only constitutes an abuse of the Examination, but is contrary to the best interests of the candidates. It is that of presenting a candidate in the same grade in which he or she has passed in a previous year. So prevalent does this practice continue to be that it is now under consideration whether it may not be necessary, in the near future, to lay down a definite regulation regarding it.

6. In general, the principles laid down in last year's Notes as to English, Latin and Greek, and Modern Languages, will apply to the Examination to be held in 1905. Your attention is, however, directed to the statement in the Modern Languages Note regarding questions in Philology. In connection with Modern Languages, I am also to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to add that, while no alteration in the existing arrangement will be made in 1905, Their Lordships have still under consideration the desirability of entirely separating the papers set for Honours from that set for Higher Grade.

7. I am to refer you to Their Lordships' Circular Letter of the 11th September, 1903 (Circular 376), which enclosed a copy of the Regulations which will apply to the Mathematical Papers to be set in 1905. A copy of the Note as to these Papers is enclosed herewith.

I am to point out that while questions in Arithmetic will continue to form an integral part of the Papers set in the Higher and Lower Grades, no candidates can henceforth be presented in Arithmetic only.

Books of Logarithms will be supplied by the Department for the use of candidates presented in the Higher Grade and in Honours. These books must be returned to the Department at the close of the Examination.

I am also to say that, in future, a few pages of the books in which the answers to the Mathematical Papers are to be written will be square-ruled.

8. Candidates will be examined in Science and in Drawing under conditions similar to those which obtained this year.

9. My Lords again observed that many candidates were sent in for the Written Examination who had not reached anything like the required standard. Some managers and teachers would seem scarcely to have realized what the standard is, and much disappointment is caused when the results of the Examination are received, and it is found, in some cases, that a large proportion of the candidates have failed. My Lords desire once more to call attention to this point, and to express a hope that pupils will not be sent in for the Examination unless there is a reasonable probability of their being able to pass in the Grade in which they are presented.

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10. Hitherto the minimum age at which candidates have been admitted to the Examination has been 13. Henceforward no candidate's name will be accepted, unless he or she will be at least 14 years of age on the 1st of October next following the proposed presentation.

11. The attention of School Boards and Managers is also requested to the following points:—

[1.] The Written Examination will begin on *Wednesday, the 21st June.*

[2.] Only those pupils will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.

[3.] My Lords would strenuously discourage the haphazard presentation of pupils in isolated subjects. Every candidate who is admitted to the Examination at all, ought to have some definite form of Group Certificate in view. The Examination is intended to be a test of higher education only, and unless there is a reasonable probability that pupils will continue their studies to a stage of some advancement, Their Lordships think that attention should be directed rather to the opportunities for special work which are furnished by the Supplementary Courses sanctioned in Article 21 of the Code.

If, after the examination, it is found that the presentations of the pupils from any particular school indicate that no serious attempt is being made to fulfil the proper purpose of the Examination, my Lords reserve to themselves the right to disallow the papers.

[4.] Pupils from Continuation Classes are not eligible for admission to the Examination.

[5.] Pupil Teachers engaged under a Memorandum of Agreement, or whose engagement has been sanctioned by the Department, may be admitted to the Examination.

(*a*) When they serve in a School from which scholars are admitted, no special application on their behalf will be necessary, but the number of Pupil Teachers to be presented must be entered on the form of application.

(*b*) When they serve in a School from which no scholars are to be presented for examination, application should be made to the Department on the prescribed form.

Ex-Pupil Teachers who have completed their engagement since the last Examination, and who continue to serve in a State-aided School till the beginning of June, may be admitted.

All the Pupil Teachers from one School must be examined together.

Monitors may also be admitted, provided that they have received instruction in the School from January to the date of the Examination. They should be presented as pupil-teachers.

[6.] No grant is attached to a pass in the Leaving Certificate Examination.

[7.] In order that the arrangements for the Written Examination, which are on a large scale, may be duly made, my Lords will be unable to consider any application for admission, either of pupils or of Pupil Teachers, to the Examination, which is not received by the 22nd March next. Application must be made in respect of those Schools from which Scholars were admitted this year, as well as for those in connection with which no examination has yet been held.

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[8.] (*a*) As last year my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows:—

For 41-80 candidates, one Assistant.
For 81-120 candidates, two Assistants, and so on.

The expense of one Supervising Officer for each subject will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

(*b*) Owing to the large number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

Place of Examination.

[9.] (*a*) My Lords will not be able to hold a separate examination for a small number of candidates unless it can be shown that their attendance at another School, where an examination is to be held, would be impracticable.

(*b*) In the case of a School Board which proposes to present candidates from two or more Schools within the district of the Board, all the candidates must be examined together at one school, if there is sufficient accommodation.

I have, etc.,
H. CRAIK.

Leaving Certificate Examination.
Gaelic.

Circular 383.

Scotch Education Department,
24th December, 1904.

Sir,

I am directed to state that my Lords are prepared to consider applications for the examination in Gaelic of pupils, or (for the purpose of the King's Scholarship Examination) of pupil teachers in Schools in which provision is made for systematic instruction in Gaelic This examination will form an integral part of the Leaving Certificate Examination, but, in the meantime, only one standard will be recognised for a pass. That standard will be regarded as equivalent to the Lower Grade in other language subjects. In order that applications for examination may be entertained, the Department must be satisfied—

(*a*) that the qualifications of the teachers for work in this special subject are such as may be approved by the Department;
(*b*) that the curriculum of instruction is satisfactory;
(*c*) that all pupils presented will be at least 15 years of age on the 1st October succeeding the examination, and that they have followed the approved curriculum in its entirety.

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I am to say that my Lords attach the highest importance to the preceding conditions, inasmuch as their fulfilment will render it possible to give due weight to the verdict of the teacher in determining the success or failure of individual candidates. It is Their Lordships' desire that much should depend on the actual record of work performed by each pupil during the period of instruction.

So far as outside tests are concerned, I am to explain that ability to conduct a conversation in Gaelic will be regarded as essential. The written paper (in which the orthography of the dictionaries of Macleod and Dewar or of Maceachan should be followed) will comprise (1) translation into English of unseen prose and verse passages of ordinary difficulty, chosen from standard Gaelic literature, (2) translation into Gaelic of a simple English passage, (3) reproduction in Gaelic of a short story read aloud in Gaelic, (4) questions on elementary Gaelic grammar.

The written paper will be set in the usual course along with the rest of the written portion of the Leaving Certificate Examination. The application of the conversational test and the verification of the teacher's verdict will be entrusted to one of His Majesty's Inspectors or to some other person specially appointed, who will visit the School on a date to be arranged with the School Authorities. On the occasion of that visit a list of candidates must be presented to the Examiner which shall show, as regards each candidate, the degree of proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course. All exercise books of the candidates must be preserved and must be available for reference by the Examiner, who will also apply such tests relative to the approved course of instruction as he may deem desirable.

I am to point out that my Lords have deliberately refrained from offering any suggestions as to the length and character of the curricula of which They would be prepared to approve. Circumstances vary considerably, and it appears inexpedient to lay down definite regulations until experience has shown what is the minimum that may properly be exacted. In the meantime, each case will be considered on its merits, and provisional approval will be extended to any well arranged course that offers reasonable opportunity for serious study. It is hardly necessary to add that, while there may be a certain amount of elasticity in regard to the curriculum, the standard of pass all over will, as far as possible, be an absolutely uniform one.

Schools desiring to present candidates in Gaelic should make application to the Department on the accompanying form, which should reach the Department not later than 31st March, 1905.

I have, etc.,

J. STRUTHERS.

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Leaving Certificate Examination and King's Scholarship Examination. Drawing.

Circular 367.

Scotch Education Department,
31st December, 1904.

SIR,

I am directed to state that my Lords are now prepared to consider applications for next year's examination in Drawing of pupils in Secondary Schools, or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. This examination forms an integral part of the Leaving Certificate Examination, but, as in the case of Science, only one standard is recognised for a pass. If pupils who have once passed give evidence of further successful work in this subject in subsequent years, an endorsement to that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their school career. In order that applications for examination may be entertained, the Department must be satisfied—

(*a*) that the School is suitably equipped for the purpose of giving instruction in Drawing;

(*b*) that the qualifications of the teachers are such as may be approved by the Department;

(*c*) that the curriculum of instruction is satisfactory;

(*d*) that all the pupils presented will be over 15 years of age on the 1st October succeeding the examination, and that they have been under instruction according to the approved curriculum for a period of at least three years, receiving instruction for two hours a week, or for such time otherwise distributed as will amount in the aggregate to an average of two hours a week, over the whole period of instruction, provided always that the distribution of instruction is approved as satisfactory.*

When the application is admitted, an examination will be held either at the school or at some convenient centre, by Inspectors of the Department or by other persons specially appointed. As far as possible, the examination will be held on a date convenient for the School.

A list of candidates, including Pupil Teachers desirous of being examined for the purpose of obtaining marks in Drawing for the King's Scholarship Examination, 1905, must be presented to the Examiner, which shall show as regards each candidate the precise amount of instruction received, and the proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course. Cases where, for good reason shown, Pupil Teacher candidates have not completed a full three years of an approved course, will nevertheless be specially considered by the Examiner with a view to the award of marks on a lower scale for the King's Scholarship Examination, 1905.

All drawings and exercise books of the candidates must be preserved and must be available for reference by the Examiner, who will also set such tests relative to the approved course of instruction as he may deem expedient.

* In special circumstances the Department may accept an average of less than two complete hours a week, provided always that the course of instruction to be approved extends over a continuous period of more than three years.

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Schools desiring to present candidates, either for the purpose of the Leaving Certificate or for the award of marks for the King's Scholarship Examination, should make application to the Department at once for Form A. 46; this form, duly completed, should be received at the Department not later than the 31st March, 1905.

I have, etc.,
J. STRUTHERS.

Leaving Certificate Examination and King's Scholarship Examination. Science.

Circular 368.

Scotch Education Department,
31st December, 1904.

SIR,

I am directed to state that my Lords are now prepared to consider applications for the examination in Science of pupils in Secondary Schools or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. Only those scholars who have received instruction in Science in recognised Schools, according to a curriculum which extends over at least three years and provides throughout in every case for experimental work on the part of the pupils, will be accepted for the examination, success in which will testify to the satisfactory conclusion of an approved course of instruction in the subject. An accepted course must embrace, as a rule, a minimum of 480 hours instruction in Science.

The examination forms an integral part of the Leaving Certificate Examination, but will not be on the same footing as in other subjects, where one or more papers are set for all candidates. Instead of this, it will be chiefly oral and practical, and in each School will be based upon the curriculum of the School, and upon the profession made of the work done, provided that the curriculum can be regarded as satisfactory in character and the profession of work as adequate in amount. It must be understood, however, that the standard will be a high and, so far as my Lords can secure it, a uniform one. As in previous years, this examination in Science will be on the Higher Grade standard. If pupils who have once passed give evidence of further successful work in Science in subsequent years, an endorsement to that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their School career. Further, in terms of their Lordships' Circular No. 340, of 16th January, 1902, candidates for the Intermediate Certificate may also be presented to the Inspector for approval of their work as to quality and amount. Such approval, combined with a pass in Drawing, shall, for the purposes of the Intermediate Certificate, be deemed equivalent to a pass in Science on the Lower Grade standard.

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Schools desiring to present candidates at the next examination for either of the foregoing purposes, or for the purpose of obtaining marks at the King's Scholarship Examination, 1905,* should make application to the Department at once for Form A. 58; this Form, duly completed, should be received at the Department not later than the 31st March, 1905.

I have, etc.,
J. STRUTHERS.

Secondary Schools.
Inspection, 1905.

Circular 372.

Scotch Education Department,
9th January, 1905.

SIR,

With a view to the completion of arrangements for the inspection of Secondary (and Preparatory) Schools this year, I am to request you to inform my Lords whether inspection is this year desired for the above-named School. If so, one of each of the enclosed forms should be filled up and forwarded to the Department at your earliest convenience.

I am to remind you that all Schools from which pupils are presented at the Leaving Certificate Examination must be inspected under the direction of my Lords.

It should be clearly understood that the Reports upon Secondary (or Preparatory) Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,
J. STRUTHERS.

Secondary Schools.
Inspection under the Educational Endowments (Scotland) Act, 1882.

Circular 373.

Scotch Education Department,
9th January, 1905.

SIR,

With a view to the completion of arrangements for the inspection of Secondary (and Preparatory) Schools this year, my Lords would be glad if you would, at your early convenience, fill up and forward to the Department one of each of the enclosed forms.

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* N.B.—Cases where for good reason shown, Pupil Teacher candidates have not completed a full three years of an approved course, will nevertheless be specially considered by the Examiner with a view to the award of marks on a lower scale for the King's Scholarship Examination, 1905.

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It should be clearly understood that the reports upon Secondary (or Preparatory) Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,

J. STRUTHERS.

Inspection of Secondary Schools. Form A. 19.

MEMORANDUM.

In view of the responsibility that now rests on the Department in connection with the distribution of Secondary Education Grants under the Minutes of 27th April, 1899, and of 30th May, 1903, it has been found necessary to re-organize the arrangements for the periodical inspection of the Schools that participate in these. While the main objects of Their Lordships has been to secure a higher degree of efficiency, it is believed that the changes will be welcomed by Managers as tending to greater simplicity and uniformity, and that they will at the same time prove of real advantage to Teachers as affording increased facilities for friendly conference and discussion of methods with the visiting Inspectors. In explaining what is proposed it will be convenient to treat each School as consisting of two main sections.

The inspection of what may be called the LOWER DEPARTMENT will be placed under the general charge of His Majesty's Chief Inspector for the Division. The Lower Department will comprise all classes up to and including those in which the attainments of the average pupil may reasonably be expected to correspond to the requirements described in Article 29, I. of the Day School Code. With the inspection will be combined the scrutiny of the lists of individual pupils presented for approval in connection with the terms of the Minutes indicated. It will, however, no longer be necessary for Managers to apply to the Department for copies of the Schedule required for this purpose (Form A. 20). These will be forwarded by the Chief Inspector, or his deputy, in advance of his visit, a system that should constitute a safeguard against the loss of Grant occasionally incurred at present through the omission to make application. Their Lordships' intention is that pupils shall be presented for approval before the close of the Session immediately preceding that in which it is proposed that they shall be registered for grants.*

* Managers are particularly reminded of the necessity for such presentation (Paragraph 1 (i) of the Minute of 30th May, 1903, and Section 5 (b) of the Minute of 27th April, 1899.) They are also reminded that the Department may, on the application of Managers, specially sanction provisional registration of pupils. Any difficulties attaching to the period of transition entailed by this Memorandum can be readily adjusted by an exercise of this discretion.

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In the UPPER DEPARTMENT, in pursuance of the plan initiated last session, the procedure hitherto followed in regard to Science and Art will, as far as practicable, be extended to other subjects. In the larger Schools, at all events, each subject or group of kindred subjects will be entrusted to a single Examiner. It is further proposed that the Examiners shall not be limited to a formal visit once a year, but that, in the meantime at least, each Examiner shall endeavour to pay to the schools assigned him two visits in the course of each session. His first visit, which will take place in autumn, will be directed towards ascertaining the methods and aims of the instruction. As the examination of individual pupils will form no part of the procedure at this stage, there ought not, as a rule, to be any occasion for disturbing the normal routine of School work. At his second visit he will concern himself more with results, and particularly with the general proficiency of candidates for Group Certificates. Under this scheme it will no longer be necessary for Managers to supply a detailed "Profession of Work," such as has heretofore been furnished to the Department. Instead, they will be asked, about the opening of the Session, to send in a brief outline of the general course of instruction in each subject. They will also be expected—and this is a matter of vital moment—to see that each Class Teacher keeps a daily record of the actual work done with his pupils, and preserves their worked exercises and examination papers so that these may at all times be available as evidence of progress. So far as not a few of the Schools in question are concerned, this will involve no innovation on existing practice, the Head Masters having already of their own motion introduced the necessary regulations as a most important aid to the work of supervision. In the case of the remainder, Their Lordships have every confidence that Managers and Teachers will co-operate with Them in ensuring the success of the proposals embodied in the present Memorandum.

J. STRUTHERS.

15th September, 1905.

Leaving Certificate Examination, 1905. Circular 349
Written Examination.

Scotch Education Department,
27th March, 1905.

SIR,

1. I am directed to remind you that the Leaving Certificate Examination will begin on Wednesday, the 21st June, and I am to give the following further particulars with respect to it.

2. In a few days, my Lords will issue a form on which They will ask for exact information as to the numbers to be examined in the various grades of each subject.

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This form (H. (1)) should be returned to the Department as soon as possible, and in any case so as to reach the Department not later than 20th April.

To prevent disappointment on the day of the Examination, it is of the utmost importance that the form should be correctly filled up.

3. Candidates must be pupils of the school at which, or in connection with which, they are examined, and must have been in regular attendance from January to the date of the examination. Pupil Teachers engaged in a State-aided school may also be admitted to the examination. Candidates may be presented in any grade of any subject.

No pupil who is not a *bonâ fide* candidate may be admitted to the Examination Room, and if a candidate attempts a paper, his answers whatever may be their character, must be sent to the Department.

4. The following subjects will be included in the Examination:—English (including questions on Modern History and Geography), Latin, Greek, French, German, Italian, Spanish, Gaelic, Mathematics, Book-keeping with Commercial Arithmetic, Commercial French, and Commercial German.

5. If the authorities of any school desire to present pupils in Italian, intimation should be sent to the Department by 5th April.

6. Papers in three Grades—Lower, Higher, and Honours—will be set in each of these subjects except Book-keeping and Commercial Arithmetic, Italian, Spanish, Gaelic, Commercial French and Commercial German, where only one Grade of Paper will be set.

7. For information as to the arrangement of the Papers and the character of the questions in Mathematics, I am to call your attention to the Note as to Mathematical Papers. I am also to call your attention to the Note as to Papers in English, the Note as to Latin and Greek Papers, and the Note as to Papers in Modern Languages. Copies of these Notes have already been sent to you.*

8. As on previous occasions, the examination will be general, and not in prescribed books. In the English Papers, where this might operate unfairly, my Lords will endeavour to meet the difficulty by giving a considerable choice of questions in History, Literature, and Geography. Such an amount of knowledge as will enable a candidate to answer a sufficient number of the questions set in History and Geography will be expected from every pupil, and candidates in the Lower and Higher Grades will be required to satisfy the Examiners that they possess a competent knowledge of at least one of these subjects. Candidates in the Honours Grade will be at liberty to answer any of the questions set in the First Paper (Higher Grade Paper) in History and Geography, and the marks obtained will be allowed to count towards the number required to obtain a pass.

9. Candidates who are presented in the Lower and Higher Grades of Modern Languages will be required, as a test of Composition, to write a

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* These papers are on sale (price 6d.) and can be obtained either directly or through any bookseller, from Wyman & Sons, Limited, Fetter Lane, London, E.C.; or Oliver & Boyd, Edinburgh.

If you require copies you should ask for the Pamphlet containing the Circulars relating to the Leaving Certificate Examination,

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French, German, Italian, or Spanish version of a short and simple piece of English narrative which will be read out during the Examination. This test will be the same for all candidates. A somewhat similar test will be applied in Gaelic; but in this case the narrative will not be in English, but in Gaelic. In order that there may be no misapprehension, I may explain that the passage will be read out once or twice by the Supervising Officer, or, if desired, by one of the teachers in the presence of the Supervising Officer, and that the Candidates will then be required to reproduce the substance of it, from memory, in French, German, Italian, Spanish, or Gaelic. Candidates will not be allowed to make notes while the passage is being read.

10. My Lords have noticed, with regret, that a large number of candidates are presented in a grade higher than their attainments warrant, and thus the number of failures is considerably increased. It is not proposed, in the meantime, to discontinue the practice which has hitherto prevailed of allowing candidates, in certain cases, to pass in a lower grade than that in which they have been presented. Their Lordships will, however, be unable to grant a pass in the Lower Grade in any subject to candidates who take papers in the Honours Grade and fail to pass in the Higher or Honours Grade. In Mathematics, a candidate will in no case be allowed to pass in a lower grade than that in which he is presented.

11. In Latin, Greek, French, German, and English, two papers will be required in the Honours Grade. In Latin, Greek, French, and German the First Honours paper will be entirely separate from that set for the Higher Grade. In Book-keeping and Commercial Arithmetic, separate papers will be set, but a pass will be granted to those candidates only who satisfy the Examiners in both branches.

12. The examination will take place simultaneously at each centre, beginning on Wednesday, June 21st. The subjects will be taken in the following order:—

Wednesday, June 21st	11 a.m.	Mathematics: Paper I. (Lower and Higher) and Algebra (Honours).
" " "	2 p.m.	Mathematics: Paper II. (Lower and Higher) and Geometry (Honours).
Thursday, June 22nd	10 a.m.	English (Lower, Higher, and 1st Honours).
" " "	2 p.m.	Mathematics: Paper III. (Lower and Higher) and Trigonometry (Honours).
Friday, June 23rd	10 a.m.	French (Lower, Higher, and 1st Honours).
" " "	2 p.m.	Greek (Lower, Higher, and 1st Honours) or Book-keeping.
Monday, June 26th	10 a.m.	Latin (Lower, Higher, and 1st Honours).
" " "	2 p.m.	German (Lower, Higher, and 1st Honours).
Tuesday, June 27th	9.30 a.m.	Commercial Arithmetic.
" " "	12 noon.	Analytical Geometry.
" " "	2 p.m.	Dynamics.
" " "	4 p.m.	Geometrical Conics.
Wednesday, June 28th	10 a.m.	English (2nd Honours paper).
" " "	2 p.m.	Latin (2nd Honours paper) or Commercial French.
" " "	4 p.m.	Commercial German.
Thursday, June 29th	10 a.m.	French (2nd Honours paper).
" " "	2 p.m.	Greek or German (2nd Honours paper), or Spanish, Italian, or Gaelic.

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13. On each occasion, the papers for the Lower Grade and the Higher Grade, and the first paper for Honours in each subject, will be set simultaneously. The time allowed, except where otherwise stated, for each paper in Languages and English will be two hours and a half in the Lower Grade, and three hours in the Higher and Honours Grades. In Commercial French and Commercial German the time will be one hour and a half for each paper.

14. For the time allowed for the various papers in Mathematics, you are referred to the Note as to Mathematical Papers. In previous years many candidates have failed to give the detailed work in these subjects. Candidates should be informed that in order to obtain full marks all the work must be shown. In this connection I am to direct your special attention to the Circular Letter (No. 339) issued by Their Lordships on 12th December, 1901.

Candidates are recommended to write out the working very carefully in the first instance, so that a second copy may not be required, and the time thus saved may be utilised for answering further questions.

15. Books of Logarithms will be supplied by the Department for the use of candidates presented in Mathematics. They will be sent to the Headmaster of the School at which the Examination is to be held. A book should be supplied, before the Examination begins, to every candidate presented in Mathematics in the Higher Grade, or in Honours, and also in Commercial Arithmetic. If there are any spare copies, a book may also be supplied to any candidate presented in the Lower Grade who may wish to use it.

These books must be returned to the Department at the close of the Examination.

16. The examination will be held at the school from which candidates are presented, unless the authorities are informed to the contrary. A suitable room or rooms must be provided, also pens, ink, and blotting paper. Slates may not be used, nor pencils, except in the drawing of mathematical diagrams.

The instructions regarding the number of questions to be answered should, in all cases, be most carefully followed by candidates.

17. The use of scroll paper is absolutely prohibited. The rough work (if any should be necessary) as well as the fair copy is to be written in the books, and candidates should draw their pen through the rough work.

18. One piece of blotting paper only should be supplied to each candidate. It must be left on the desk at the end of each sitting. *Writing, of whatever kind, on blotting paper is strictly forbidden.* A fresh piece may be supplied by the Supervising Officer to a candidate who requires it and gives up the piece first supplied.

19. The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the Head Master of the School at which the examination is to be held, a short time before the examination. These books are intended for use at the examination only, and those which are not used must be returned to the Department after the close of the examination in all the subjects The carriage will be paid on arrival at the Department.

20. Any candidate introducing any book or note of any kind into the examination room, or detected in copying, will be liable to instant dismissal, and the case will be reported to the Department.

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21. My Lords regret that in previous years there have been several cases in which serious copying has been detected, and They desire to impress upon school authorities the importance of doing all that is possible to prevent such dishonesty. Their Lordships feel bound to deal with the practice severely, and candidates should be warned, before the examination, that a candidate in whose papers, or in any one of them, indisputable evidence of copying is detected will not be allowed to pass *in any subject*.

22. I am to request your attention to the following extract from the Instructions to Supervising Officers:—

> "No communication whatever should take place between the Candidates, who should be so placed as to obviate the possibility of copying (*e.g.*, by placing candidates of a different grade *alternately*, and so on). Where candidates working the same paper sit side by side, they ought to be seated, if possible, five feet apart."

23. As last year my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of Candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows:—

For 41-80 candidates, one Assistant.
For 81-120 candidates, two Assistants, and so on.

When the number of Supervising Officers to be employed under this scale for any subject exceeds three, my Lords will appoint an additional Supervising Officer, and the Chief Supervising Officer will only exercise a general supervision.

24. The expense of one Supervising Officer for each subject will be borne by the Department When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

25. The Supervising Officers will distribute the papers and supervise the examination. Such supervision cannot be entrusted to anyone who does not represent the Department.

26. The selection of candidates from any School rests entirely with the authorities of the School, and, in regard to this, they must act on their own responsibility. At the same time, in order that this examination may form a satisfactory supplement to the inspection of the Secondary Schools, it is understood that, as a general rule, the pupils of the highest class, or of the highest class and that next to it, in such Schools should be presented. It is undesirable, if the examination is to serve as a test of the real merits of a School and the scope of its curriculum, that the candidates should be confined only to a few selected pupils. But, having indicated this view, my Lords do not desire to lay down any strict rule which might interfere with the discretion of managers.

27. In Their Lordships' Circular Letter of the 16th December last They called attention to the practice, which appears to be far too frequent, of presenting a candidate in the same grade as that in which he or she has already passed. They strongly deprecate this as a usual practice, but in special circumstances, if the managers consider it is desirable, in the interests of the school, to present candidates a second time in the same grade, my Lords will not raise any objection.

I have, etc.,

J. STRUTHERS.

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LIST OF UNIVERSITY AND PROFESSIONAL AUTHORITIES BY WHOM EVIDENCE OF HAVING PASSED AT THE LEAVING CERTIFICATE EXAMINATION IS ACCEPTED IN LIEU OF PRELIMINARY EXAMINATIONS HELD BY THEM.

The Lords of Council and Session (for the purposes of the Law Agents Act);

The University of Oxford;

The University of Cambridge;

The Joint Board of the Scottish Universities, for the Preliminary Examination;

The University of London;

The General Medical Council;

The Royal College of Surgeons of Edinburgh;

The Army Council* (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army);

The Pharmaceutical Society of Great Britain;

The Society of Solicitors before the Supreme Courts;

The Chartered Accountants of Scotland;

The Institution of Civil Engineers;

Girton College, Cambridge; and

Royal Holloway College, Englefield Green, Surrey.

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* The Army Council desire it to be known that in the case of Schools in Scotland, the Certificates of the Scotch Education Department are the only Certificates of the kind which receive their recognition. For detailed conditions see Circular Letter No. 392 (Army Certificates).

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MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE PASSED AT THE LEAVING CERTIFICATE EXAMINATION, FROM EXAMINATIONS OF THE UNIVERSITIES OF OXFORD AND CAMBRIDGE.

My Lords are informed that Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by THE UNIVERSITY OF OXFORD under the following conditions:—

(1). No evidence as to a Pass shall be accepted unless the Candidate has passed in Greek, Latin, and Elementary Mathematics, at one Examination.

Subject to the conditions hereinafter contained, a Candidate shall be deemed to have passed, who

a. In Elementary Mathematics, has passed at least the Lower Grade standard of the Scotch Education Department. A Pass in the Higher Grade or in Honours will be accepted.

b. In Latin and Greek, has passed the Higher Grade standard.

(2). Any Candidate who, having satisfied the above conditions, has gained Honours in Greek, Latin, French or German, shall be considered to have passed an Examination equivalent to Responsions together with an Additional Subject.

Also, that the following Recommendations have been approved by the Senate of the UNIVERSITY OF CAMBRIDGE—

1.—That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be excused from Part I. of the Previous Examination with the exception of the paper on the Greek Gospel or its substitute.

2.—That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the paper on Paley's Evidences or its substitute.

3.—That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the English Essay and the paper on Paley's Evidences or its substitute.

4.—That a student who has passed in the Higher Grade in French, or German, or Mathematics (including Dynamics) in the Leaving Certificate Examination of the Scotch Education Department be excused from the Additional Subjects of the Previous Examination.

5.—That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be admitted to the paper on the Greek Gospel or its substitute in Part I. of the Previous Examination on payment of a fee of five shillings.

6.—That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch

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Education Department be admitted to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of five shillings.

7.—That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be admitted to the English Essay and to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of ten shillings.

8.—That, for the purposes of the foregoing Regulations, a Pass in Honours in the Leaving Certificate Examination of the Scotch Education Department in any subject be accepted as equivalent to a Pass in the Higher Grade in the same subject, provided that in the case of Mathematics a candidate who has passed in Honours shall have passed also in the Higher Grade in Arithmetic.

9.—That the necessary evidence on behalf of any undergraduates who claim exemption from either Part of the Previous Examination, or from the Examination in the Additional Subjects by virtue of the foregoing Regulations, be presented to the Registrary in their first Term of residence, and that a fee of £1 for the Registration of each Certificate of exemption from Examination in Part I. or in Part II., or in the Additional Subjects of the Previous Examination, be paid at the same time to the Registrary. Such evidence, if not presented in a student's first Term of residence, shall not be accepted without the express permission of the Council of the Senate.

Scotch Education Department,
June, 1902.

MEMORANDUM.

Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by the Joint Board of Examiners of the four Scottish Universities of St. Andrews, Glasgow, Aberdeen and Edinburgh, in lieu of the Preliminary Examinations in Arts and Science and Medicine under the following conditions, viz. :—

I.—In lieu of the Arts and Science Preliminary Examination.

Passes in the Higher and Honours Grade in Latin, Greek, and Mathematics are accepted as exempting *pro tanto* from the Arts and Science Preliminary Examination on the Higher Standard, and passes in the Lower Grade in those subjects as exempting *pro tanto* from the same examination on the Lower Standard. Passes in the Higher and Honours Grade in English, Modern Languages and Dynamics are alone accepted as exempting from the Arts and Science Preliminary Examination in those subjects. Passes in the Higher and Honours Grade in Mathematics are alone accepted as exempting from the Science Preliminary Examination in that subject.

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II.—In lieu of the Medical Preliminary Examination.

Passes in the Higher and Honours Grade in all the subjects of the Medical Preliminary Examination are accepted as exempting *pro tanto* from that examination, but passes in the Lower Grade will only be accepted provided the examinations in all the requisite subjects have been taken and passed at one or not more than two examinations.

NOTE.—An Ordinance of the University Courts providing for the acceptance of a pass in Science as an equivalent for the Preliminary Examination in the subject of Dynamics, was laid before Parliament on the 9th August last, in terms of Section 21 (2) of the Universities (Scotland) Act, 1889.

Scotch Education Department,
October, 1905.

MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE OBTAINED A LEAVING CERTIFICATE FROM THE MATRICULATION EXAMINATION OF THE UNIVERSITY OF LONDON.

My Lords are informed that the SENATE OF THE UNIVERSITY OF LONDON has passed the following resolution :—

> "That the Scotch Leaving Certificate be accepted in lieu of the Matriculation Examination in accordance with the terms of Statute 116, provided that the Candidate has passed in the Higher or Honours grade in all the subjects required by the Regulations for the Matriculation Examination on one and the same occasion."

Scotch Education Department,
December, 1902.

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LEAVING CERTIFICATE EXAMINATION, 1905.

EXAMINATION PAPERS.

ENGLISH.

LOWER GRADE.

Thursday, 22nd June.—10 A.M. to 12.30 P.M.

Every Candidate should answer *nine* questions (AND NO MORE), namely, Questions 1, 2, 3, and 4, and *one* other question in Section I., *two* in Section II., and *two* in Section III.

Before attempting to answer any question, candidates should read it carefully through. This caution is particularly important in the case of Question 3.

VALUE.

SECTION I.

10. 1. Write out, and punctuate, the passage for dictation.

15. 2. Write an essay, of about two pages, on one of the following subjects:—

(*a.*) An imaginary letter from an American boy or girl, describing a first visit to Scotland.

(*b.*) The adventures of an umbrella.

15. 3. Express, in your own language, the sense of the following passage:—

"The *Sailor* sighs, as sinks his native shore,
As all its *lessening* turrets bluely fade;
He climbs the mast to feast his eye once more,
And busy Fancy fondly lends her aid.

Ah now, each dear domestic scene he knew,
Recalled and cherished in a foreign clime,
Charms with the magic of a *moonlight* view,
Its colours mellowed, not impaired, by time.

True as the needle, *homeward* points his heart,
Through all the horrors of the stormy main;
This the last wish with which its *warmth* could part,
To meet the smile of her he loves again."

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10. 4. Analyse the second stanza of the above passage, from "Ah" to "time."

Write brief notes on the words italicised in the above passage, showing how each of them illustrates the way in which English words are built up, and giving in each case another word similarly formed.

10. 5. Write five or more sentences, to illustrate important distinctions of usage between :—

(i.) "Shall" and "will."

(ii.) "Middle" and "centre."

(iii.) "Few" and "a few."

(iv.) "Verbal" and "oral."

(v.) "Last" and "latest."

10. 6. Show, with examples, how the English language tends to become simpler in structure by (i) the disuse of old inflections, (ii) the substitution of a familiar form for an unfamiliar one, (iii) the use of an additional word in place of an inflection.

10. 7. Rewrite each of the following sentences in correct and unambiguous form. Point out the nature of the faults, drawing special attention to such words or clauses as cannot be analysed or can be analysed in more ways than one :—

(*a.*) Having surveyed the antiquities of Rome, it must be confessed that our admiration of them does not so much arise out of their greatness as uncommonness.

(*b.*) A history by a Mr. Hume, or a poem by a Mr. Pope, would be examined with different eyes than had they borne any less famous name.

(*c.*) In England it is almost impossible to procure a pair of boots without squeaking out of London.

(*d.*) Domitian did not fail to persecute the Christians because he had no inclination to do so, but because there were none in Rome.

(*e.*) He said to his patient that, if he did not get better, he thought he had better come back to say how he was.

10. 8. Give an account, with quotation, of any celebrated English ballad or short narrative poem.

SECTION II.

10. 9. Give some account of *one* of the following :—The conquest of England by the English; the history of the Papal claims ir England; the Tudor monarchy; the beginnings of English colonisation; the rise of Party government; the Union of England and Scotland; the progress of democracy in the nineteenth century.

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10. 10. Describe the part played in history by *four* of the following:—Dunstan, Earl Godwin, Anselm, William the Lion, Stephen Langton, Simon de Montfort, Piers Gaveston, John Ball, Owen Glendower, Warwick the Kingmaker, Lambert Simnel, Sir Thomas More, Thomas Cromwell, Cranmer, Darnley, Whitgift, Villiers (first Duke of Buckingham), Fairfax, Montrose, Blake, Titus Oates, Harley (Earl of Oxford), Captain Porteous, Sir John Cope, John Wilkes, Canning, Daniel O'Connell, General Havelock, Parnell.

10. 11. Give a full military account, with sketch-plan, of any *one* important battle fought on British soil.

SECTION III.

10. 12. Describe *one* of the following:—The Colonial Empire of the French; the rivers of South America; the north-east passage from Great Britain to America; the principal cities of Australia; the geographical and political bearings of Russia's need of warm-water sea-ports; the railway systems of Scotland.

10. 13. Give some account of the various races that inhabit Africa, and indicate their geographical distribution by a sketch-map. (Show the equator and the tropics on your map.)

10. 14. Name *five* places of historic interest in the county in which your school is situated, indicate their position, and mention *one* event associated with each of them.

10. 15. Say where any *ten* of the following places are situated, and mention anything for which each of the ten is noted:—Berbera, Calgary, Ceuta, Chemulpo, Curragh of Kildare, Dalgetty, Drogheda, El Gran Chaco, Galveston, Grasmere, Key West, Lodz, Queenstown, Monastir, Philiphaugh, Potosi, Rohilcund, Saigon, St. Albans, Spanish Town, Vigo, Yale.

ENGLISH.

LOWER GRADE.

Thursday, 22nd June.—10.45 A.M.

Passage for Dictation.

"A man may read a sermon, the best and most passionate that ever man preached, if he shall but enter into the sepulchres of kings. In the same palace where the Spanish princes live in greatness and power, and decree war or peace, they have wisely placed a cemetery where their ashes and their glory shall sleep till time shall be no more; and where our kings have been crowned, their ancestors lay interred, and they must walk over their grandsire's head to take his crown. There is enough to cool the flames of lust, to abate the heights of pride, to appease the itch of covetous desires, to sully and dash out the dissembling colours of an artificial and imaginary beauty."

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ENGLISH.

HIGHER GRADE AND FIRST PAPER FOR HONOURS.

Thursday, 22nd June.—10 A.M. to 1 P.M.

Every Candidate should answer *nine* questions (AND NO MORE).

Higher Grade Candidates must take Questions 1 and 2, *three* other questions from Section I., *two* questions from Section II., and *two* from Section III.

Honours Candidates should take *seven* questions from Section I., and the remaining two from any Section or Sections.

Before attempting to answer any question, candidates should read it carefully through. This caution is particularly important in the case of Question 2.

SECTION I.

15. 1. Write an essay, of about two pages, on one of the following subjects:—

(*a.*) "The child is father of the man." How far is this borne out by what you know of the childhood of any great man (*e.g.*, Scott or Nelson)?

(*b.*) The Sea.

15 2. Express, in your own language, the main ideas of the following passage:—

"How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill;

Whose passions not his masters are;
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame or private breath;

Who God doth late and early pray
More of His grace than gifts to lend,
And entertains the harmless day
With a religious book or friend.

This man is freed from servile bands
Of hope to rise or fear to fall:
Lord of himself, though not of lands,
And, having nothing, yet hath all."

Write a brief criticism of the ideal of life and character which these verses set forth.

10. 3. "There are three main divisions of English words—Saxon, Romance, and Latin." Show, by a brief sketch of the history of English, how this came about, and give examples of words belonging to each division.

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10. 4. Give some account of the metres of *four* of the following poems :— *The Prologue to the Canterbury Tales*, *The Faerie Queene*, *Il Penseroso*, Gray's *Elegy*, Cowper's *Task*, Tennyson's *In Memoriam* Longfellow's *Evangeline*.

10. 5. Discuss, with examples, the use and abuse of quotation.

10. 6. Expand the following metaphors into similes so as to bring out their full meaning :—

(*a*.) Afghanistan is the Switzerland of Asia.

(*b*.) He was the apple of his father's eye.

(*c*.) Full many a flower is born to blush unseen.

(*d*.) For in that sleep of death what dreams may come ?

(*e*.) The great sun begins his state
Robed in flames and amber light,
The clouds in thousand liveries dight.

10. 7. Rewrite each of the following sentences in correct and unambiguous form. Point out the nature of the faults, drawing special attention to such words or clauses as cannot be analysed or can be analysed in more ways than one.

'*a*.) Having surveyed the antiquites of Rome, it must be confessed that our admiration of them does not so much arise out of their greatness as uncommonness.

(*b*). A history by a Mr. Hume, or a poem by a Mr. Pope, would be examined with different eyes than had they borne any less famous name.

(*c*.) In England it is almost impossible to procure a pair of boots without squeaking out of London.

(*d*.) Domitian did not fail to persecute the Christians, because he had no inclination to do so, but because there were none in Rome.

(*e*.) He said to his patient that, if he did not feel better, he thought he had better come back to say how he was.

10. 8. Give an account of any famous passage dealing, in prose or verse, with *one* of the following themes :—The death of a child ; a quarrel of friends ; the blessings of sleep ; domestic happiness.

10. 9. Show, with examples, how great a variety of human character is portrayed *either* by Shakespeare *or* by Scott.

Section II.

10. 10. Give some account of *one* of the following :—The conquest of England by the English ; the history of the Papal claims in England ; the Tudor monarchy ; the beginnings of English colonisation ; the rise of Party government ; the Union of England and Scotland ; the progress of democracy in the nineteenth century.

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10. 11. Describe the part played is history by *four* of the following:—Dunstan, Earl Godwin, Anselm, William the Lion, Stephen Langton, Simon de Montfort, Piers Gaveston, John Ball, Owen Glendower, Warwick the Kingmaker, Lambert Simnel, Sir Thomas More, Thomas Cromwell, Cranmer, Darnley, Whitgift, Villiers (first Duke of Buckingham), Fairfax, Montrose, Blake, Titus Oates, Harley (Earl of Oxford), Captain Porteous, Sir John Cope, John Wilkes, Canning, Daniel O'Connell, General Havelock, Parnell.

10. 12. Give a full military account, with sketch-plan, of any *one* important battle fought on British soil.

SECTION III.

10. 13. Describe *one* of the following:—The Colonial Empire of the French; the rivers of South America; the north-east passage from Great Britain to America; the principal cities of Australia; the geographical and political bearings of Russia's need of warm-water sea-ports; the railway systems of Scotland.

10. 14. Give some account of the various races that inhabit Africa, and indicate their geographical distribution by a sketch-map. (Show the equator and the tropics on your map.)

10. 15. Name *five* places of historic interest in the county in which your school is situated, indicate their position, and mention *one* event associated with each of them.

10. 16. Say where any *ten* of the following places are situated, and mention anything for which each of the ten is noted:—Berbera, Calgary, Ceuta, Chemulpo, Curragh of Kildare, Dalgetty, Drogheda, El Gran Chaco, Galveston, Grasmere, Key West, Lodz, Queenstown, Monastir, Philiphaugh, Potosi, Rohilcund, Saigon, St. Albans, Spanish Town, Vigo, Yale.

ENGLISH.

HONOURS.—SECOND PAPER.

Wednesday, 28th June.—10 A.M. to 1 P.M.

About SIX *questions should be answered. At least* FOUR *of these must be taken from Section I.*

SECTION I.

16. 1. Mention some of the chief differences between English life and society as described by Chaucer and the life and society of to-day.

16. 2. Tell what you know of Wiclif's life and works.

16. 3. Give a brief account of any famous English work which describes an imaginary commonwealth.

16. 4. What great advances in the English drama were due to Marlowe?

16. 5. "Spenser's *Faerie Queene* is a double allegory." Explain and illustrate this statement.

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16. 6. A hero of tragedy, it has been said, must be neither wholly good nor wholly bad. Discuss this statement as it applies to Shakespeare's tragic heroes.

16. 7. Write a brief history of the Sonnet in English literature down to the time of Milton.

16. 8. Give a descriptive account of *Lycidas*, with illustrative quotations.

16. 9. What is the importance of the *Tatler* and the *Spectator* in the history of English literature?

16. 10. Describe *one* of the following works:—*Essay on Man*, *The Seasons*, *Rasselas*, *The Citizen of the World*.

16. 11. What did Burns owe to earlier poets?

16. 12. What is meant by the Revival of Romance?

16. 13. Give some account of the poetic partnership of Wordsworth and Coleridge.

16. 14. Show how Scott the novelist was indebted to Scott the lawyer and antiquary.

16. 15. Describe *one* of the following works:—*Maud*, *Men and Women*, *The Rubaiyat of Omar Khayyam*, *Sesame and Lilies*

Section II.

Optional Questions.

16. 16. Translate:—

Đā Drihten Hǣlend Crīst *cwæð* tō Andrēa his apostole, 'Gang on Marmadonia ceastre, and ālǣd þanon Mathēum þīnne brōþor of þǣm carcerne, for þon þe nū gīt þrȳ dagas tō *lāfe* syndon, þæt hīe hine willað ācwellan.' Sē hāliga Andrēas him andswarode, and hē cwæð,' 'Mīn Drihten Hǣlend Crīst, hū *mæg* ic hit on þrīm dagum gefaran? Ac mā wēn is þæt þū onsende þīnne engel sē hit mæg hrædlīcor gefaran, for þon, mīn Drihten, þū *wāst* þæt ic eam flǣsclīc man, and ic hit ne mǣg hrædlīce gefaran, for þon þe, mīn Drihten, sē sīðfæt ist þider tō lang, and ic þe ne weg ne can.' Drihten him tō cwæð," Andrēas, gehēr mē, for þon þe ic þe *geworhte*, and ic þīnne sīð *gestaþelode* and getrymede. Gang nū tō þæs sǣs waroðe mid þīnum discipulum, and þū þǣr gemētest scip on þǣm waroðe; and āstīg on þæt mid þīnum discipulum.' And mid þȳ þe hē þis cwæð, Drihten Hǣlend ðā gīt wæs sprecende and cwæð, 'Sib mid þē and mid eallum þīnum discipulum.' And hē *āstāg* on heofonas.

16. 17. Parse fully the words in italics in the above passage.

16. 18. Give some account of the influence on the English language of the following:—

(i) Ecclesiastical Latin.
(ii) The surviving Celtic population.
(iii) The Danish invasions.

16. 19. Trace the growth of standard English.

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LATIN.

LOWER GRADE.

Monday, 26th June.—10 A.M. to 12.30 P.M

Candidates should in all cases attempt Question ..

30. 1. For Prose Composition :—

That he might not seem to regard his own safety more than that of his soldiers, he shared in all the perils that they underwent. One day he received a very dangerous wound, having his neck pierced through with a javelin, but he still continued the siege, and at length took Thebes a second time. When he entered the city, he so severely threatened the inhabitants that they were in the utmost consternation, and expected the most dreadful effects of his resentment. Yet when he had put to death thirteen of them, and banished some others, he pardoned all the rest. Thus was Thebes twice taken within ten years after it had been rebuilt

20. 2. Translate into English :—

(*a*) Consul Romanus per eosdem dies Thessaliam cum exercitu petens iter expeditum primo per Epirum habuit; deinde postquam in Athamaniam est transgressus, cum ingenti difficultate parvis itineribus aegre Gomphos pervenit: cui si vexatis hominibus equisque tironem exercitum ducenti acie instructa et loco suo et tempore obstitisset rex, ne Romani quidem abnuunt magna sua cum clade fuisse pugnaturos. postquam Gomphos sine certamine ventum est, praeter gaudium periculosi saltus superati contemptus quoque hostium adeo ignorantium opportunitates suas accessit. sacrificio rite perfecto consul et frumento dato militibus paucos ad requiem iumentorum hominumque moratus dies, cum audiret vagari Macedonas effusos per Thessaliam vastarique sociorum agros, satis iam refectum militem ad Larisam ducit.

True Kingship.

15. (*b*) Regem non faciunt opes,
non vestis Tyriae color,
non auro nitidae fores:
rex est qui posuit metus
et diri mala pectoris,
quem non ambitio impotens
et numquam stabilis favor
vulgi praecipitis movet;
qui tuto positus loco
infra se videt omnia
occurritque suo libens
fato nec queritur mori.

35. 3. (*a*) In the following lines of verse mark the quantity of each syllable and divide the feet. Name the metres in which the lines are written.

nimirum hic ego sum; nam tuta et parvula laudo.
quod petis id sane est invisum acidumque duobus.
Bacche, racemiferos hedera redimite capillos,
si domus illa tua est, dirige vatis opus.

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(*b*) Give (1) the meaning, (2) the gender, (3) the ablative singular, (4) the genitive plural of the following words:—*civis, munus, gradus, paries;* and give the principal parts of *augeo, audeo, veto, sterno, ordior.*

(*c*) Write down the comparative and superlative of *male, graviter, nequam, niger, utilis;* and give the adverbs formed from the adjectives *acer, fortis, timidus, multus.*

(*d*) What is the exact meaning of *uter, uterque—alias, aliter—quisque, quivis—ultra, ultro—non, haud?* Write and translate short Latin sentences to illustrate the force of these words.

4. Translate into Latin:—

(*a*) My father told me not to forget my promise.

(*b*) Then the king asked me when I intended to return home.

(*c*) The general promised to reward all those who would enlist before the 13th of April.

(*d*) Caesar sent Labienus to bring relief to the besieged town.

5. Give a short account of any *two* of the following battles, mentioning (*a*) when the battle was fought, (*b*) the names of the commanders on each side:—*Trasimenus, Zama, Aquae Sextiae, Munda, Actium.*

LATIN.

HIGHER GRADE.

Monday, 26th June.—10 A.M. to 1 P.M.

Candidates will not be allowed to pass unless they reach the necessary standard both in Prose Composition and in Translation.

30. 1. For Latin Prose:—

Brutus was still, as formerly, desirous to come with all speed to the decision of a battle; that so he might either restore his country to her liberty, or else deliver from their misery all those men who were harassed with the expenses, troubles, and dangers of the war. And finding also that his cavalry in several skirmishes had the better, he was the more encouraged and resolved: and some of the soldiers having deserted to the enemy, and others beginning to accuse and suspect one another, many of Cassius' friends in the council came over to the opinion of Brutus. But there was one of Brutus' party, named Atellius, who opposed his resolution, advising rather that they should tarry till the next winter. And when Brutus asked him in how much better a condition he hoped to be a year after, his answer was, "If I gain nothing else, yet I shall live so much the longer." Cassius was much displeased at this answer, as were all the officers present. It was therefore resolved to give battle the next day.

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25. 2. Translate into English :—

[*The disadvantages of Anger.*]

(*a*) Quo alio Fabius adfectas imperii vires recreavit, quam quod cunctari et morari scivit—quae omnia irati nesciunt ? perierat imperium, quod tunc in extremo stabat, si Fabius tantum ausus esset quantum ira suadebat : habuit in consilio fortunam publicam, dolorem ultionemque seposuit in unam utilitatem occasionesque intentus, iram ante vicit quam Hannibalem. quid Scipio ? non, relicto Hannibale et Punico exercitu omnibusque quibus irascendum erat, bellum in Africam transtulit, tam lentus, ut opinionem luxuriae segnitiaeque malignis daret ? quid alter Scipio ? non circa Numantiam multum dinque sedit, et hunc suum publicumque dolorem aequo animo tulit, diutius Numantiam quam Carthaginem vinci ? dum circumvallat hostem et includit, eo compulit ut ferro ipsi suo caderent. non est itaque utilis, ne in proeliis quidem aut bellis, ira.

15. (*b*) [*Ovid compares his voyage to Scythia with Jason's.*]

Aspice, in has partes quod venerit Aesone natus,
quam laudem a sera posteritate ferat.
at labor illius nostro leviorque minorque est,
si modo non verum nomina magna premunt.
ille est in Pontum Pelia mittente profectus,
qui vix Thessaliae fine tremendus erat.
Caesaris ira mihi nocuit, quem solis ab ortu
solis ad occasus utraque terra tremit.
ille habuit comites primos telluris Achivae ;
at nostram cuncti destituere fugam.
nos fragili ligno vastum sulcavimus aequor ;
quae tulit Aesoniden, sacra carina fuit.
illum tutata est cum Pallade regia Iuno ;
defendere meum numina nulla caput.

11. 3. (*a*) Write a short Latin sentence (translating it) to illustrate the force of each of the following :—*cum* with the indicative, *cum* with the subjunctive ; *qui* with the subjunctive ; *quominus* ; *quin*.

(*b*) Explain the following expressions, illustrating your explanation by Latin examples :—*indirect command, cognate accusative, objective genative, constructio ad sensum, predicative dative*

(*c*) Scan the following lines, marking the quantity of every syllable, and dividing the feet. Give the name of the metre in each case :—

quae placeant, positis omnibus, ipse leges.
quod regum tumidas contuderit minas.
imperio regit unus aequo.

12. 4. Translate into Latin :—

(*a*) The philosopher boasted that there was no book either in Greek or in Latin which he had not read.

(*b*) I told my friend that, whether he obeyed the order or disobeyed it, he would be blamed.

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(*c*) The Spaniards were so far from acknowledging defeat that they even claimed the victory.

(*d*) Antonius thought that it would be impossible for the enemy to advance without falling into the trap.

7 5. Answer any *one* of the following :—

(*a*) Give a concise account of the development of the *ordo equester* as a political and social force, down to 60 B.C.

(*b*) Sketch briefly the growth of the praetorship, bringing your account down to the close of the Republic.

(*c*) Describe in outline the chief events in Roman history from the battle of Philippi to the battle of Actium.

(*d*) Give a short sketch of the career of any *one* of the following :—*The Elder Scipio, Sertorius, Tiberius Gracchus, Caius Marius, Cato Uticensis, Sejanus.*

(*e*) Explain the following expressions :—*lex curiata de imperio ; interrex comitiis habendis ; legatus Caesaris pro praetore ; leges duodecim tabularum ; quaestio perpetua.*

LATIN.

HONOURS.—FIRST PAPER.

Monday, 26th June.—10 A.M to 1 P.M.

70. 1. For Latin Prose :—

The tendency of history is to fall into wholesome moral lines, whether they be accurate or not, and to interfere with harmless illusions may cause greater errors than it aspires to cure. Crowned offenders are arraigned at the tribunal of history for the crimes which they are alleged to have committed. It may be sometimes shown that the crimes were not crimes at all, that the sufferers had deserved their fate, that the severities were useful and essential for some great and valuable purpose. But the reader sees in the apology for acts which he had regarded as tyrannical a defence of tyranny itself. Preoccupied with the received interpretation, he finds deeds excused which he had learnt to execrate; and in learning something which, even if true, is of no real moment to him, he suffers in the maiming of his perceptions of the difference between right and wrong. The white-washing of the villains of tradition is, therefore, justly regarded as waste of labour. If successful, it is of imperfect value; if unsuccessful, it is a misuse of industry which deserves to be censured. Time is too precious to be squandered over paradoxes. The dead are gone; the censure of mankind has written their epitaphs, and so they may be left. Their true award will be decided elsewhere.

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20. 2 For Latin Verse Composition :—

(*a*) Translate into Hexameters :—

[*Candidates who attempt Elegiacs also may omit the last four lines of this passage.*]

Soon as Aurora heaved her Orient head
Above the waves, that blush'd with early red
The immortal arms the goddess-mother bears
Swift to her son : her son she finds in tears
Stretch'd o'er Patroclus' corse ; while all the rest
Their sovereign's sorrows in their own express'd.
A ray divine her heavenly presence shed,
And thus, his hand soft touching, Thetis said :
"Suppress, my son, this rage of grief, and know
It was not man, but heaven, that gave the blow ;
Behold what arms by Vulcan are bestow'd,
Arms worthy thee, or fit to grace a god."

(*b*) Translate into Elegiacs :—

I'll sing no more, nor will I longer write
Of that sweet lady or that gallant knight ;
I'll sing no more of frosts, snows, dews, and showers ;
No more of groves, meads, springs, and wreaths of flowers ;
I'll write no more, nor will I tell or sing
Of Cupid and his witty cosening ;
I'll sing no more of death, or shall the grave
No more my dirges and my trentals have.

OR, *as an alternative to verse composition,*

Write a Latin Essay or Dialogue on—

The Differences between Asiatic and European Civilization ;

OR on

A Contrast between Rome in the Time of the Punic Wars and Rome under the Early Empire.

LATIN.

HONOURS.—SECOND PAPER.

Wednesday, 28th June.—2 to 5 P.M.

1. Translate into English :—

20. (*a*) MENAECHMUS. MESSENIO.

MEN. Voluptas nullast navitis, Messenio,
maior meo animo quam quando ex alto procul
terram conspiciunt.
MES. Maior, non dicam dolo,
si adveniens terram videas, quae fuerit tua,
sed quaeso, quamobrem nunc Epidamnum venimus ?
an quasi mare omnes circumimus insulas ?

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VALUE.

MEN. Fratrem quaesitum geminum germanum meum.
MES. Nam quid modi futurum est illum quaerere?
hic annus sextust postquam ei rei operam damus.
Histros, Hispanos, Massilienses, Hilurios,
mare superum omne Graeciamque exoticam
orasque Italicas omnes, qua adgreditur mare,
sumus circumvecti. si acum, credo, quaereres,
acum invenisses, si appareret, iam diu.
hominem inter vivos quaeritamus mortuum:
nam invenissemus iam diu, si viveret.
MEN. Ergo istuc quaero certum qui faciat mihi,
qui sese dicat scire eum esse emortuum:
operam praeterea numquam sumam quaerere.
verum aliter vivus numquam desistam exsequi:
ego illum scio quam carus sit cordi meo.
MES. In scirpo nodum quaeris. quin nos hinc domum
redimus, nisi si historiam scripturi sumus?

20. (*b.*) Etenim, patres, conscripti, cum in spem libertatis sexennio post simus ingressi diutiusque servitutem perpessi quam captivi servi frugi et diligentes solent, quas vigilias, quas sollicitudines, quos labores liberandi populi Romani causa recusare debemus? equidem, patres conscripti, quamquam hoc honore usi togati solent esse cum est in sagis civitas, statui tamen a vobis ceterisque civibus in tanta atrocitate temporis tantaque perturbatione reipublicae non differre vestitu. non enim ita gerimus nos hoc bello consulares ut aequo animo populus Romanus visurus sit nostri honoris insignia, cum partim e nobis ita timidi sint ut omnem populi Romani beneficiorum memoriam abiecerint, partim ita a republica aversi ut se hosti favere prae se ferant, legatos nostros ab Antonio despectos et irrisos facile patiantur, legatum Antonii sublevatum velint. hunc enim reditu ad Antonium prohiberi negabant oportere et in eodem excipiendo sententiam meam corrigebant. quibus geram morem. redeat ad imperatorem suum Varius, sed ea lege ne unquam Romam revertatur. ceteris autem, si errorem suum deposuerint et cum republica in gratiam redierint, veniam et impunitatem dandam puto.

20. (*a.*) Caesar ut Emathia satiatus clade recessit,
cetera curarum proiecit pondera, soli
intentus genero; cuius vestigia frustra
terris sparsa legens fama duce tendit in undas
Threiciasque legit fauces et amore notatum
aequor et Heroas lacrimoso litore turres
Sigeasque petit famae mirator harenas
et Simoentis aquas et Graio nobile busto
Rhoetion et multum debentes vatibus umbras.
circumit exustae nomen memorabile Troiae
magnaque Phoebei quaerit vestigia muri.
iam silvae steriles et putres robore trunci
Assaraci pressere domos et templa deorum
iam lassa radice tenent ac tota teguntur
Pergama dumetis; etiam periere ruinae.
aspicit Hesiones scopulos silvasque latentes
Anchisae thalamos, quo iudex sederit antro

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unde puer raptus caelo, quo vertice Nais
luxerit Oenone; nullum est sine nomine saxum
inscius in sicco serpentem pulvere rivum
transierat, qui Xanthus erat; securus in alto
gramine ponebat gressus; Phryx incola manes
Hectoreos calcare vetat; discussa iacebant
saxa nec ullius faciem servantia sacri;
"Hereas" monstrator ait "non respicis aras"

16

2. Translate the following, with short notes on the construction of the words in italics:—

(*a*) *id* eos ut prohiberet, quod *eius* sine bello posset, praetori mandatum est.

(*b*) (vada) Faunigenae *regnata* antiquitus *Arno*.

(*c*) insontem infando iudicio, quia bella *vetabat*, demisere neci.

(What would *vetaret* have meant?)

(*d*) Tum e seditiosis unum vinciri iubet magis *usurpandi iuris* quam quia unius culpa *foret*.

(*e*) nec tacui demens et me, fors si qua *tulisset*, promisi ultorem.

(*f*) iustitia est obtemperatio *scriptis legibus*.

(*g*) tu quoque non melius, quam sunt mea tempora, carmen, interdicta mihi, consule, Roma, *boni*.

24.

3. Answer any *two* of the following:—

(*a*) Give some account of the Treasury or Financial System of Rome. What were its chief receipts and expenses? What changes were introduced under the Empire?

(*b*) What were the causes that led to the "Social War" of 91–88 B.C.? Sketch the history of the war, and indicate the terms of settlement.

(*c*) Give some account of the nature and aims of the compact known as the First Triumvirate.

(*d*) Describe briefly the reign and character of any *one* of the following emperors:—*Tiberius*, *Claudius*, *Nero*, *Domitian*.

(*e*) Mention and characterize as many as you can of the men of letters who were friends of Virgil or Horace.

(*f*) Describe either (1) the metres used by Plautus and Terence, *or* (2) the use made by Horace of the metres of Sappho and Alcaeus.

(*g*) Give an account of any *one* of the following works, indicating the author's leading ideas in it, his sources and his method of treatment:—The *Second Philippic*, the *Georgics*, the *Fasti*, the *Pharsalia* of Lucan, the *Agricola* of Tacitus.

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GREEK.

LOWER GRADE.

Friday, 23rd June.—2 to 4.30 P.M.

40. I. Translate:—

Another Version of the Persian Wars.

Οὐκ ἀεὶ ταὐτὰ λέγουσιν οἱ ἐν πολέμῳ ἡττηθέντες τοῖς νικῶσιν· ἐγὼ γοῦν ἐνδρὸς ἤκουσα Μήδου λέγοντος ὅτι οὐδὲν ὁμολογοῦσιν οἱ Πέρσαι τῶν παρὰ τοῖς Ἕλλησι λεγομένων, ἀλλὰ Δαρεῖον μέν φασιν ἐπὶ Νάξον καὶ Ἐρέτριαν πέμψαι τοὺς περὶ Δᾶτιν καὶ Ἀρταφέρνην, κἀκείνους ἑλόντας τὰς πόλεις ἀφικέσθαι πυρὶ βασιλέα, ὁρμούντων δὲ αὐτῶν περὶ τὴν Εὔβοιαν ὀλίγας ναῦς ἀποσκεδασθῆναι πρὸς τὴν Ἀττικήν, οὐ πλείους τῶν εἴκοσι, καὶ γενέσθαι τινὰ μάχην τοῖς ναύταις πρὸς τοὺς αὐτόθεν ἐκ τοῦ τόπου. μετὰ δὲ ταῦτα Ξέρξην ἐπὶ τὴν Ἑλλάδα στρατεύσαντα Λακεδαιμονίους μὲν νικῆσαι περὶ Θερμοπύλας καὶ τὸν βασιλέα αὐτῶν ἀποκτεῖναι Λεωνίδην, τὴν δὲ τῶν Ἀθηναίων πόλιν ἑλόντα κατασκάψαι, καὶ ὅσοι μὴ διέφυγον δουλώσασθαι. ταῦτα δὲ ποιήσαντα καὶ φόρους ἐπιθέντα τοῖς Ἕλλησιν εἰς τὴν Ἀσίαν ἀπελθεῖν. ὅτι μὲν οὖν ψευδῆ ταῦτά ἐστιν οὐκ ἄδηλον, ὅτι δὲ οὕτω λέγουσιν οἱ Πέρσαι οὐδὲν θαυμαστόν.

ὁρμεῖν = to lie at anchor. κατασκάπτειν = to raze to the ground.

24. II. Translate into Greek:—

(1) I know that the king is dead.
(2) He thought that we would go home.
(3) I shall ask him why he said that.
(4) Do not tell this to anyone.
(5) I could not have done this if you had been there.
(6) We ought to have gone away long ago.

10. III. (*a*) Give—

gen. sing. of γλῶττα, πατήρ, οὖς, θρίξ, ναῦς, βοῦς.
dat. plur. of μήτηρ, γυνή, πούς, κύων, ὕδωρ, υἱός.
gen. plur. fem. of τυσόσδε, ὅστις, μέγας, τίθεις, εἰδώς, ἐλάττων.

Parse—

νῆες, ἐλάττους, ἵππέα, θριξί, γόνασι.

Compare—

λαμπρός, χαλεπός, αἰσχρός, καλός, πολύς

10. (*b*) Parse, giving 1st sing. pres. ind. with active meaning:—

παραστῆναι, παρεστάναι, προσεροῦμεν, ἐβεβλήκη, συνῆει, δυνηθεῖεν, ἀφῆκας, εἰδεῖμεν, ταφῆναι, ᾔσθου, ἑλᾷ, ἧκται.

Give—

aor. inf. with active meaning of ἀγγελλω, ὑπισχνοῦμαι, ἐλαύνω, πλέω.

1st sing. perf. ind. act. of ἀποστέλλω, ἁμαρτάνω, γιγνώσκω, πίνω.

3rd sing. fut. ind. with active meaning of νομίζω, ἐφορῶ, ἐσθίω, φέρω

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16. (c) Distinguish in meaning between διὰ τούτου, διὰ τοῦτον: παρ' αὐτοῦ, παρ' αὐτόν, παρ' αὐτῷ: οὐδεὶς οὐκ ἔφη, οὐκ ἔφη οὐδείς.

Translate, adding a note on the syntax:—

(1) ἔδειξας ἀναίτιος ὢν τοῦ φόνου.
(2) βούλει σοι εἶπω τί δεῖ ποιεῖν;
(3) ἐὰν μὴ γράμματα μάθῃς, σοφὸς οὐκ ἔσει.
(4) ὅπως μὴ θᾶττον πορεύσεσθε τοῦ δέοντος.
(5) ὑπὸ τοῦ τυράννου ἀπέθανεν.
(6) οὐκ ἔχω τί φῶ.

Give the Greek for—*Tell me, give me, bring it here, take it away, come with me, go with him, stay there.*

20.

GREEK.

HIGHER GRADE.

20. Friday, 23rd June.—2 to 5 P.M.

(*Candidates will not be allowed to pass unless they reach the necessary standard both in Grammar and in Translation.*)

I. Translate:—

The Praise of Order.

Ἔστι δ' οὐδὲν οὕτως, ὦ γύναι, οὔτ' εὔχρηστον οὔτε καλὸν ἀνθρώποις ἄνευ τάξεως. καὶ γὰρ χορὸς ἐξ ἀνθρώπων συγκείμενός ἐστιν· ἀλλ' ὅταν μὲν ποιῶσιν ὅ τι ἂν τύχῃ ἕκαστος, ταραχή τις φαίνεται καὶ θεᾶσθαι ἀτερπές, ὅταν δὲ τεταγμένως ποιῶσι καὶ φθέγγωνται, ἅμα οἱ αὐτοὶ οὗτοι καὶ ἀξιοθέατοι δοκοῦσιν εἶναι καὶ ἀξιάκουστοι. καὶ στρατιά γε, ἔφην, ὦ γύναι, ἄτακτος μὲν οὖσα ταραχωδέστατον, καὶ τοῖς πολεμίοις εὐχειρωτότατον, τοῖς δὲ φίλοις ἀκλεέστατον ὁρᾶν καὶ ἀχρηστότατον—ὄνος ὁμοῦ, ὁπλίτης, σκευοφόρος, ψιλός, ἱππεύς, ἅμαξα—πῶς γὰρ ἂν πορευθεῖεν, ἐὰν ἔχοντες οὕτως ἐπικωλύωσιν ἀλλήλους, ὁ μὲν βαδίζων τὸν τρέχοντα, ὁ δὲ τρέχων τὸν ἑστηκότα, ἡ δὲ ἅμαξα τὸν ἱππέα, ὁ δὲ ὄνος τὴν ἅμαξαν, ὁ δὲ σκευοφόρος τὸν ὁπλίτην; εἰ δὲ καὶ δέοι μάχεσθαι, πῶς ἂν οὕτως ἔχοντες μαχέσαιντο; οἷς γὰρ ἀνάγκη αὐτῶν τοὺς ἐπιόντας φεύγειν, οὗτοι ἱκανοί εἰσι φεύγοντες καταπατῆσαι τοὺς ὅπλα ἔχοντας. τεταγμένη δὲ στρατιὰ κάλλιστον μὲν ἰδεῖν τοῖς φίλοις, δυσχερέστατον δὲ τοῖς πολεμίοις. 20.

II. Translate *one* of the following passages:—

(a) *Odysseus makes himself known to the Swineherd and the Neatherd by his scar.*

20. Ἔνθεν μὲν δὴ ὅδ' αὐτὸς ἐγώ, κακὰ πολλὰ μογήσας,
ἦλυθον εἰκοστῷ ἔτεῖ ἐς πατρίδα γαῖαν.
γιγνώσκω δ' ὡς σφῶϊν ἐελδομένοισιν ἰκάνω,
οἷσιν δμώων· τῶν δ' ἄλλων οὔ τευ ἄκουσα
εὐξαμένου ἐμὲ αὖτις ὑπότροπον οἶκαδ' ἱκέσθαι.
σφῶϊν δ', ὡς ἔσεταί περ, ἀληθείην καταλέξω.

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εἴ χ' ὑπ' ἐμοίγε θεὸς δαμάσῃ μνηστῆρας ἀγαυούς,
ἕξομαι ἀμφοτέροις ἀλόχους, καὶ κτήματ' ὀπάσσω,
οἰκία τ' ἐγγὺς ἐμεῖο τετυγμένα· καί μοι ἔπειτα
Τηλεμάχου ἑτάρω τε κασιγνήτω τε ἔσεσθον.
εἰ δ', ἄγε δή, καὶ σῆμα ἀριφραδὲς ἄλλο τι δείξω,
ὄφρα μ' εὖ γνῶτον, πιστωθῆτόν τ' ἐνὶ θυμῷ,
οὐλήν, τήν ποτέ με σῦς ἤλασε λευκῷ ὀδόντι,
Παρνησόνδ' ἐλθόντα σὺν υἱάσιν Αὐτολύκοιο.

Scan the last four verses, noting any peculiarities of Homeric scansion.

(b) Hecuba bids Farewell to Troy.

20. οἶ 'γὼ τάλαινα· τοῦτο δὴ τὸ λοίσθιον
καὶ τέρμα πάντων τῶν ἐμῶν ἤδη κακῶν·
ἔξειμι πατρίδος, πόλις ὑφάπτεται πυρί.
ἀλλ', ὦ γεραιὰ πούς, ἐπίσπευσον μόλις,
ὡς ἀσπάσωμαι τὴν ταλαίπωρον πόλιν.
ὦ μεγάλα δή ποτ' ἀμπνέουσ' ἐν βαρβάροις
Τροία, τὸ κλεινὸν ὄνομ' ἀφαιρήσῃ τάχα.
πιμπρᾶσί σ', ἡμᾶς δ' ἐξάγουσ' ἤδη χθονὸς
δούλας· ἰὼ θεοί. καὶ τί τοὺς θεοὺς καλῶ;
καὶ πρὶν γὰρ οὐκ ἤκουσαν ἀνακαλούμενοι.
φέρ' ἐς πυρὰν δράμωμεν· ὡς κάλλιστά μοι
σὺν τῇδε πατρίδι κατθανεῖν πυρουμένῃ.

Scan the first four verses, marking the cæsura in each.

25. III. For Greek Prose :—

"Speak!" said the king. "I fear me thou art come with ill tidings from the field; yet would we surely know of our dear son if he yet liveth." To which the herald made answer with many tears: "Sire, it were well that no man should look to be in all things blessed. Thy son is indeed fallen, and hath been most cruelly slain by the Moors; yet did he approve himself to all men a true and valint knight." "It is well," said the king after a little time. "To men it is given to die but once, and whoso is slain in combat with the foes of God and this realm, he is to be accounted happiest. Nevertheless, I would fain have looked upon my dear son once again." Having thus spoken, the king went hastily to his chamber, and we saw him no more that day.

IV. (1) Give aor. inf. with active meaning of *ἀφίημι, διέρχομαι, ἀναβιβάζω, ὑπισχνοῦμαι.*

1st sing. perf. ind. act. of *ἀπαγορεύω, ἐξελαύνω, ζῶ, αἱρῶ.*
3rd sing. fut. ind. of *βαδίζω, καθορῶ, διαμάχομαι, ἀποθνῄσκω.*

Parse, giving 1st sing. pres. ind. act., *πραθείς, ἐμπρῆσαι, ἀνερρήθη, ἅπῃα, ἁλοῦσα.*

10. (2) Translate, adding a note on the Syntax :—

(*a*) *ἤσθετο ἡμαρτηκώς.*
(*b*) *σκεπτέον ὅπως ἀσφαλῶς ἅπιμεν.*
(*c*) *πολλὰ καὶ δεινὰ ὑπὸ τούτων πέπονθα.*
(*d*) *οὐκ ἂν οἶμαί σε ταῦτ' εἰπεῖν.*
(*e*) *δείξω σε αἴτιον ὄντα.*

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(3) Translate into Greek :—

(*a*) If you break the laws, you will be punished.

(*b*) Do not go away till I come back.

(*c*) He asked whether my father had been put to death by the tyrant.

(*d*) Let him tell the truth if he can.

(*e*) I do not know whether he is alive or dead.

5. (4) (*a*) Ὅταν φῶς γένηται, ἐπιθήσονται οἱ πολέμιοι. Put this into indirect speech dependent on (1) ἔφη, (2) εἶπε, (3) οἴεται.

(*b*) How many kinds of clauses can you mention in which both Greek and Latin use the subjunctive?

GREEK.

HONOURS.—FIRST PAPER.

Friday, 23rd June.—2 to 5 P.M.

I. Translate.

20 (1) *Hector rebukes Polydamas.*

Τὸν δ' ἄρ' ὑπόδρα ἰδὼν προσέφη κορυθαίολος Ἕκτωρ·
Πουλυδάμα, σὺ μὲν οὐκέτ' ἐμοὶ φίλα ταῦτ' ἀγορεύεις,
ὃς κέλεαι κατὰ ἄστυ ἐλήμεναι αὖτις ἰόντας.
ἦ οὔπω κακόρησθε ἐελμένοι ἔνδοθι πύργων;
πρὶν μὲν γὰρ Πριάμοιο πόλιν μέροπες ἄνθρωποι
πάντες μυθέσκοντο πολύχρυσον, πολύχαλκον·
νῦν δὲ δὴ ἐξαπόλωλε δόμων κειμήλια καλά·
πολλὰ δὲ δὴ Φρυγίην καὶ Μῃονίην ἐρατεινὴν
κτήματα περνάμεν' ἵκει, ἐπεὶ μέγας ὠδύσατο Ζεύς.
νῦν δ' ὅτε πέρ μοι ἔδωκε Κρόνου παῖς ἀγκυλομήτεω
κῦδος ἀρέσθ' ἐπὶ νηυσί, θαλάσσῃ τ' ἔλσαι Ἀχαιούς,
νήπιε, μηκέτι ταῦτα νοήματα φαῖν' ἐνὶ δήμῳ.
οὐ γάρ τις Τρώων ἐπιπείσεται· οὐ γὰρ ἐάσω.
ἀλλ' ἄγεθ', ὡς ἂν ἐγὼν εἴπω, πειθώμεθα πάντες.
νῦν μὲν δόρπον ἕλεσθε κατὰ στρατὸν ἐν τελέεσσιν,
καὶ φυλακῆς μνήσασθε, καὶ ἐγρήγορθε ἕκαστος·
Τρώων δ' ὅς κτεάτεσσιν ὑπερφιάλως ἀνιάζει,
συλλέξας λαοῖσι δότω καταδημοβορῆσαι,
τῶν τινα βέλτερόν ἐστιν ἐπαυρέμεν, ἤπερ Ἀχαιούς.

20. (2) *The Persian Elders advise Atossa as to her Dream.*

ΧΟΡΟΣ.

οὔ σε βουλόμεσθα, μῆτερ, οὔτ' ἄγαν φοβεῖν λόγοις
οὔτε θαρσύνειν. θεοὺς δὲ προστροπαῖς ἱκνουμένη,
εἴ τι φλαῦρον εἶδες, αἰτοῦ τῶνδ' ἀποτρυπὴν λαβεῖν,
τὰ δ' ἀγάθ' ἐκτελῆ γενέσθαι σοί τε καὶ τέκνοις σέθεν,
καὶ πόλει, φίλοις τε πᾶσι· δεύτερον δὲ χρὴ χοὰς
γῇ τε καὶ φθιτοῖς χέασθαι· πρευμενῶς δ' αἰτοῦ τάδε,
σὸν πόσιν Δαρεῖον, ὄνπερ φῂς ἰδεῖν κατ' εὐφρόνην,
ἐσθλά σοι πέμπειν, τέκνῳ τε, γῆς ἄνερθεν ἐς φάος·

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τἄμπαλιν δὲ τῶνδε γαίας κάτοχ' ἁμαυροῦσθαι σκότῳ,
ταῦτα, θυμόμαντις ὢν σοὶ πρευμενῶς παρῄνεσα.
εὖ δὲ παντᾳχῇ τελεῖν σοι τῶνδε κρίνομαν πέρι.

ΑΤΟΣΣΑ.

ἀλλὰ μὴν εὔνους γ' ὁ πρῶτος τῶνδ' ἐνυπνίων κριτὴς
παιδὶ καὶ δόμοις ἐμοῖσι τήνδ' ἐκίρωσας φάτιν.
ἐκτελοῖτο δὴ τὰ χρηστά· ταῦτα δ', ὡς ἐφίεσαι,
πάντα θήσομεν θεοῖσι, τοῖς τ' ἔνερθε γῆς φίλοις,
εὖτ' ἂν εἰς οἴκους μόλωμεν.

60. II. For Greek Prose:

They choose soldiers out of every city those which put forth themselves willingly; for they thrust no man forth into war against his will; because they believe, if any man be fearful or fainthearted of nature, he will not only do no manful or hardy act himself, but also be occasion of cowardice to his fellows. But if any battle be made against their own country, then they put these cowards (so that they be strong-bodied) in ships among other boldhearted men, or else they dispose them upon the walls, from whence they may not fly. Thus, what for shame that their enemies be at hand, and what for because they be without hope of running away, they forget all fear. And many times extreme necessity turneth cowardice into prowess and manliness. Thus, as they make all the means and shifts that may be to keep themselves from the necessity of fighting, or that they may dispatch the battle by their hired soldiers, so, when there is no remedy but that they must needs fight themselves, then they do as courageously fall to it as before, whiles they might, they did wisely avoid and refuse it.

SIR THOMAS MORE.

GREEK.

HONOURS—SECOND PAPER.

Thursday, 29th June.—2 to 5 P.M.

25. I. Translate:—

(1) Κατὰ τοιαύτην δὴ διαφορὰν ὄντων τῶν Λακεδαιμονίων πρὸς τοὺς Ἀσηναίους, οἱ ἐν ταῖς Ἀθήναις αὖ βουλόμενοι λῦσαι τὰς σπονδὰς εὐθὺς ἐπέκειντο. ἦσαν δὲ ἄλλοι τε καὶ Αλκιβιάδης ὁ Κλεινίου, ἀνὴρ ἡλικίᾳ μὲν ὢν ἔτι τότε νέος ὡς ἐν ἄλλῃ πόλει, ἀξιώματι δὲ προγόνων τιμώμενος· ᾧ ἐοὐκει μὲν καὶ ἄμεινον εἶναι πρὸς τοὺς Ἀργείους μᾶλλον χωρεῖν, οὐ μέντοι ἀλλὰ καὶ φρονήματι φιλονικῶν ἠναντιοῦτο, ὅτι Λακεδαιμόνιοι διὰ Νικίου καὶ Λάχητος ἔπραξαν τὰς σπονδάς, αὐτὸν κατά τε τὴν νεότητα ὑπεριδόντες καὶ κατὰ τὴν παλαιὰν προξενίαν ποτὲ οὖσαν οὐ τιμήσαντες, ἣν τοῦ πάππου ἀπειπόντος, αὐτὸς τοῖς ἐκ τῆς νήσου αὐτῶν αἰχμαλώτους θεραπεύων, διενοεῖτο ἀνανεώσσσθαι. παντᾳχόθεν τε νομίζων ἐλασσοῦσθαι τό τε πρῶτον ἀντεῖπεν, οὐ βεβαίους φάσκων εἶναι Λακεδαιμονίους, ἀλλ' ἵνα Ἀργείους ὀφίσι σπεισάμενοι ἐξέλωσι καὶ αὖθις ἐπ' Ἀθηναίους μόνους ἴωσι, τούτου ἕνεκα σπένδεσθαι αὐτούς· καὶ τότε, ἐπειδὴ ἡ διαφορὰ ἐγεγένητο, πέμπει εὐθὺς ἐς Ἄργος ἰδίᾳ, κελεύων ὡς τάχιστα ἐπὶ τὴν ξυμμαχίαν προκαλουμένους ἥκειν μετὰ Μαντινέων καὶ Ἠλείων, ὡς καιροῦ ὄντος καὶ αὐτὸς ξυμπράξων τὰ μάλιστα.

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25. (2) Καὶ μὴν εἴ τις ὑμῶν ταῦτα μὲν οὕτως ἔχειν ἡγεῖται, οἴεται δὲ βίᾳ καθέξειν αὐτὸν τὰ πράγματα, τῷ τὰ χωρία καὶ λιμένας καὶ τὰ τοιαῦτα προειληφέναι, οὐκ ὀρθῶς οἴεται. ὅταν μὲν γὰρ ὑπ' εὐνοίας τὰ πράγματα συστῇ καὶ πᾶσι ταὐτὰ συμφέρῃ τοῖς μετέχουσι τοῦ πολέμου, καὶ συμπονεῖν καὶ φέρειν τὰς συμφορὰς καὶ μένειν ἐθέλουσιν οἱ ἄνθρωποι· ὅταν δ' ὑπὸ πλεονεξίας καὶ πονηρίας τις, ὥσπερ οὗτος, ἰσχύσῃ, ἡ πρώτη πρόφασις καὶ μικρὸν πταῖσμα ἅπαντα ἀνεχαίτισε καὶ διέλυσεν. οὐ γὰρ ἐστιν, οὐκ ἔστιν, ὦ ἄνδρες Ἀθηναῖοι, ἀδικοῦντα καὶ ἐπιορκοῦντα καὶ ψευδόμενον δύναμιν βεβαίαν κτήσασθαι, ἀλλὰ τὰ τοιαῦτα εἰς μὲν ἄκρας καὶ βραχὺν χρόνον ἀντέχει, καὶ σφόδρα γε ἤνθησεν ἐπὶ ταῖς ἐλπίσιν, ἂν τύχῃ, τῷ χρόνῳ δὲ φωσῶται καὶ περὶ αὐτὰ καταρρεῖ. ὥσπερ γὰρ οἰκίας, οἶμαι, καὶ πλοίου καὶ τῶν ἄλλων τῶν τοιούτων τὰ κάτωθεν ἰσχυρότατα εἶναι δεῖ, οὕτω καὶ τῶν πράξεων τὰς ἀρχὰς καὶ τὰς ὑποθέσεις ἀληθεῖς καὶ δικαίας εἶναι προσήκει. τοῦτο δὲ οὐκ ἔνι νῦν ἐν τοῖς πεπραγμένοις Φιλίππῳ.

30. II. Translate, with notes on the syntax :—

(1) ὅλοιο μήπω πρὶν μάθοιμ' εἰ καὶ πάλιν
γνώμην μετοίσεις.

(2) ὥρα μὴ παίζων ἔλεγεν.

(3) τὸν Περικλέα ἐκάκιζον, ὅτι στρατηγὸς ὢν οὐκ ἐπεξάγοι.

(4) ἀποκτενεῖς γάρ, εἰ με γῆς ἔξω βαλεῖς.

(5) οὐδεὶς ἀντεῖπε διὰ τὸ μὴ ἀνασχέσθαι ἂν τὴν ἐκκλησίαν.

(6) δυστάλαινα τἄρ' ἐγὼ
εἰ σοῦ στερηθῶ.

Give the meaning of the following words in Tragedy, with their equivalents in Attic prose :—

κυρεῖν, αἰών, προσεννέπειν, ἀμπλακία, βροτός, μολεῖν, μοχθεῖν, πεδάρσιος, ναίειν, κατθανεῖν.

Distinguish in meaning the following pairs of phrases :—

πόλεμον ποιεῖν, πόλεμον ποιεῖσθαι : κείρω τὰς τρίχας, κείρομαι τὰς τρίχας : ἀμύνειν τοῖς Ἀθηναίοις, ἀμύνεσθαι τοὺς Ἀθηναίους.

Distinguish according to their accent :—

νεῶν, νέων· νομός, νόμος· μητροκτόνος, μητρόκτονος.

Give the derivation of the following English words, noting any difference of meaning between the Greek originals and the derivatives :—*acolyte, anchorite, clergy, hermit, panic, nomad.*

20. III. Answer any *two* of the following questions.

(1) How does the dialect of Tragedy differ from Attic prose? How did it originate?

(2) What part does the description of inanimate nature play in Greek poetry?

(3) Give an account of any *two* of the following :—Alcæus, Draco, Lysander, Isæus, Theocritus, Lucian.

(4) Why do we hear so little of agrarian troubles in Greek history as compared with Roman?

(5) Write explanatory notes on the following terms :—

γραφὴ παρανόμων, θεσμοθέται, συνήγορος, εἰσαγγελία, τίμησις.

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FRENCH.

LOWER GRADE.

Friday, 23rd June.—10 A.M. to 12.30 P.M.

To secure full marks, the whole of this Paper should be answered. The greatest possible attention should be paid to correctness of style both in French and in English.

25. 1. Translate into French :—

Miles's father was a soldier, and was fighting for his country on the other side of the world. That was why Miles lived alone with his mother in the house at the top of the hill. If he had been really a nice boy, he would have tried to make his mother happy, instead of grumbling* all day long. But Miles was not a nice boy. He was very selfish, and thought of no one but himself. "Why do we not live in the town where all the other boys live?" he grumbled* one day.

"Because I am always ill if I live in a town," said his mother. "The other boys' mothers are not ill," said Miles. "Are you not sorry, then, that your mother is not so strong as the other boys' mothers?" she asked him. "Yes, I am," he answered; "but it's a bother not being able to live in the town like the other boys."

* To grumble : se plaindre, murmurer.

2. Translate into idiomatic English :—

20. (*a*) Un jour, je fus, pauvre écolier, invité à dîner chez un riche. J'étais alors dans une misère affreuse. Je me trouvai là seul dans la salle à manger attendant l'heure du repas. Autour de moi brillait la vaisselle d'argent, mes yeux tremblaient comme si j'avais été ivre. Tout à coup une pensée traversa mon cerveau comme un éclair; quelques-uns de ces objets pouvaient mettre fin à ma misère pour longtemps et personne ne me voyait. Un entraînement irrésistible m'attirait vers la corbeille où était entassée l'argenterie. J'y plongeai la main comme si quelqu'un m'y avait poussé. Mais au même moment il me sembla que ma main ne pouvait plus se mouvoir. J'étais incapable de rien lâcher et de rien prendre. La sueur de l'angoisse ruisselait sur mon front et je criai :—"Au secours! au secours!" Je voulais appeler des gens pour m'arracher avec leur aide au péché. Un vieux serviteur accourut, et je lui racontai tout, en pleurant. Il me consola dans ma douleur indescriptible, et il s'employa dans la suite avec d'autres à ne plus me laisser souffrir de la misère.

(*b*) *Le Chien et le Chat.*

Un chien vendu par son maître
Brisa sa chaîne, et revint
Au logis qui le vit naître.
Jugez de ce qu'il devint,
Lorsque, pour prix de son zèle,
Il fut de cette maison
Reconduit par le bâton
Vers sa demeure nouvelle.

15.

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Un vieux chat, son compagnon,
Voyant sa surprise extrême,
En passant lui dit ce mot :
"Tu croyais donc, pauvre sot,
Que c'est pour nous qu'on nous aime !"

20. 3. Write from memory a French version of the passage read out.

20. 4. Translate into French :—

(1) Tell me what you mean to do. I have to stay at home.

(2) Go through the wood, turn to the left, and then go straight on till you come to the mill. When you arrive there, ask the miller where the house is, and he will tell you.

(3) Go and stand in the corner; you have been very naughty, and you deserve to be punished.

(4) Don't give it to him; he is very careless, and he would lose it.

(5) What have you read this year? Something interesting, I hope.

FRENCH.

LOWER AND HIGHER GRADES.

Friday, 23rd June.—10.45 A.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 10.45 A.M. *The substance of this story is to be reproduced by the Candidates in French from memory. No notes may be made while it is being read.*

Before commencing to read it, the Supervising Officer must write upon the blackboard the title of the story in French as follows: "Le Docteur Stukeley et Sir Isaac Newton," *and also,* "a boiled chicken = un poulet bouilli," *and* "a cover = un couvercle." *He should also warn the Candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in French, in their own way. Great importance is attached to grammatical correctness, and full credit will be given for idiomatic phraseology. The last three lines of the story to be read out very distinctly and slowly.*

LE DOCTEUR STUKELEY ET SIR ISAAC NEWTON.

Dr. Stukeley, an intimate friend of Sir Isaac Newton, having been asked to dine with him, came to his house a few minutes before the appointed time, and was told by the servant that Sir Isaac was in his study. No one was allowed to disturb him then; so the visitor sat down

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in the dining-room to wait for him. After a time, dinner was brought in, a boiled chicken under a cover. Half-an-hour passed, and Newton did not appear. Dr. Stukeley feeling very hungry, at length removed the cover, ate the chicken, and putting the bones back into the dish, and replacing the cover, bid the servants dress another chicken for their master immediately. Before that was ready, the great man arrived. He apologised for his delay, and sat down to dinner. But, on taking up the cover, and seeing only the bones of the bird left, he turned to Dr. Stukeley with a smile: "See," said he, "what we studious people are: I thought I had not dined, but now I find I have."

FRENCH.

HIGHER GRADE.

Friday, 23rd June.—10 A.M. to 1 P.M.

To secure full marks, the whole of this paper should be answered. The greatest possible attention should be paid to correctness of style both in French and in English.

30. 1. Translate into French :—

"The usages of society are not worth much, sometimes," said Euphemia, "and you must remember that Pomona is a very different sort of person from an ordinary servant. She is much more like a member of the family—I can't exactly explain what kind of a member, but I understand it myself. She has very much improved since she has been married, and you know, yourself, how quiet and—and, nice she is, and as for the baby, it's just as good and pretty as any baby, and it may grow up to be better than any of us. Some of our presidents have sprung from lowly parents."

"But this one is a girl," I said.

"Well, then," replied Euphemia, "she may be a president's wife."

"Another thing," I remarked, "I don't believe Jonas and Pomona like your keeping their baby so much to yourself."

"Nonsense!" said Euphemia, "a girl in Pomona's position couldn't help being glad to have a lady take an interest in her baby, and help to bring it up. . . . Pomona! Is that you? You can bring it here, if you want to get at your cooking."

15. 2. Traduire en anglais :—

(*a*.) C'est du sein inépuisable de la terre que sort tout ce qu'il y a de plus précieux. Cette masse informe, vile et grossière, prend toutes les formes les plus diverses, et elle seule devient tour à tour tous les biens que nous lui demandons : cette boue se transforme en mille beaux objets qui charment les yeux ; en une seule année, elle devient branches, boutons, feuilles, fleurs, fruits et semences, pour renouveler ses libéralités en faveur des hommes. Rien ne l'épuise : plus on déchire ses entrailles, plus elle est libérale. Après tant de siècles, pendant

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lesquels tout est sorti d'elle, elle n'est point encore usée : elle ne ressent aucune vieillesse, ses entrailles sont encore pleines des mêmes trésors. Mille générations ont passé dans son sein : tout vieillit, excepté elle seule ; elle se rajeunit chaque année au printemps.

15. (*b.*) Une joie ici-bas est d'autant plus profonde
Qu'elle est plus large : un jour, je le crois, doit venir
Où nul ne pourra seul ni jouir ni souffrir,
Où tout se mêlera, plaisirs, peines, pensées,
Où chantera dans l'âme un éternel écho.
Tous les hommes alors, de leurs mains enlacées,
Formeront une chaîne immense où chaque anneau,
Palpitant et vivant, ne pourra sans secousse
Voir un autre frappé : la souffrance s'émousse
Lorsqu'elle unit les cœurs comme fait un aimant
Et les soulève tous d'un même battement ;
Ainsi que la pitié la douleur devient douce.

15. 3. Write from memory a French version of the passage read out.

15. 4. Ecrire à un ami une lettre, d'une page environ, pour lui annoncer que vous allez faire un voyage en France, avec votre famille. Vous lui expliquerez comment votre voyage est organisé et ce que vous comptez faire pour en jouir et en profiter.

10. 5. Translate into French :—

(1) The child shall be punished for lying.

(2) I can't find it anywhere.

(3) It is more difficult to say that than to do it.

(4) She practises the piano several hours a day and she plays very well.

FRENCH.

HONOURS—FIRST PAPER.

Friday, 23rd June.—10 A.M. to 1 P.M.

[*The utmost possible attention should be paid to correctness of style.*]

35. 1. Translate into French :—

Then, again, there are mistakes that men make in a life of study as in other things. They go on reading and never writing, until their acquisitions become out of all proportion to their power of using them. Or they never see the true point of things, and never form a considered opinion about them. Or their taste may be so fastidious, or their love of minutiæ so great, that no considerable work can ever be executed on the scale or with the perfection which they propose. Most of us who have arrived at middle life have had many dreams in the days of our

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youth, of the books which we would read, of the languages which we would learn, of the studies which we would pursue. Such dreams are always being renewed in the present generation, as in the last; but, perhaps, they are rarely fulfilled. And if there is any one here present who entertains aspirations of this sort, I would not discourage him, but merely remind him that more valuable and more difficult of attainment far than this many-sided cultivation is the force of character which carries any single work to an end.

20. 2. Composition française :—

Either,

Expliquer et développer ces vers de La Fontaine :

"Patience et longueur de temps
Font plus que force ni que rage."

Or,

Quelles sont les différences essentielles entre la tragédie française et le drame anglais, au point de vue du sujet, de l'action et des caractères? Comparer, à ce propos, deux pièces caractéristiques, comme, *par exemple*, Le Cid de Corneille et Roméo et Juliette de Shakespeare.

FRENCH.

HONOURS—SECOND PAPER.

Thursday, 29th June.—10 A.M. to 1 P.M.

20. 1. Traduire en anglais :—

(*a*.) La plus incontestable vérité dans la sombre peinture des premiers âges est la vérité de la couleur. Elle produit l'illusion et donne du crédit et de la vraisemblance aux inventions du poëte. Lucrèce s'est bien gardé de placer à l'origine du monde les aimables félicités de l'âge d'or. Ce n'est pas une idylle que la vie de ces premiers hommes, créés par le hasard, misérables enfants d'une aveugle nature, abandonnés par elle à leur ignorance et à leur dénûment, cherchant leur nourriture sous un chêne, se couchant nus sur une terre nue, comme des sangliers, vigoureux, mais sans autres armes que des pierres et des branches arrachées aux arbres, surpris pendant leur sommeil au fond de leurs cavernes par quelque monstre plus puissant, dévorés, engloutis, "se sentant descendre vivants dans un sépulcre vivant," ou bien, échappés à la griffe de leur ennemi, courant à travers la plaine avec d'horribles cris, leurs mains tremblantes appliquées sur leurs hideuses blessures qu'ils ne savaient guérir. Un poëte des âges classiques eût sans doute reculé devant de pareilles descriptions; le goût scrupuleux d'un Virgile en eût un peu dissimulé l'horreur sous l'élégance et l'harmonie. Mais, s'il est permis de peindre avec brutalité une nature brutale, si ce que nous appelons la couleur locale est un charme, on ne peut qu'admirer ces scènes hardiment dépeintes auxquelles d'ailleurs conviennent, par une heureuse rencontre, une langue encore rude, une versification peu polie.

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20. (*b*) *Le Repas préparé.*

Ma fille, laisse là ton aiguille et ta laine ;
Le maître va rentrer ; sur la table de chêne
Avec la nappe neuve aux plis étincelants
Mets la faïence claire et les verres brillants.
Dans la coupe arrondie à l'anse en col de cygne
Pose les fruits choisis sur des feuilles de vigne ;
Les pêches que recouvre un velours vierge encor,
Et les lourds raisins bleus mêlés aux raisins d'or
Que le pain bien coupé remplisse les corbeilles,
Et puis ferme la porte et chasse les abeilles .
Dehors le soleil brûle, et la muraille cuit.
Rapprochons les volets, faisons presque la nuit.
Afin qu'ainsi la salle, aux ténèbres plongée,
S'embaume toute aux fruits dont la table est chargée
Maintenant, va puiser l'eau fraîche dans la cour ;
Et veille que surtout la cruche, à ton retour,
Garde longtemps, glacée et lentement fondue,
Une vapeur légère à ses flancs suspendue.

15. 2. (*a*) Lire attentivement la fable suivante, puis la résumer en français et en indiquer très-clairement le sens.

20. (*b*) Expliquer, en français, les expressions imprimées en lettres italiques, et faire à leur sujet toutes les remarques grammaticales et autres que vous jugerez à propos.

Rien de trop.

Je ne vois point de créature
Se comporter modérément.
Il est certain *tempérament*
Que le maître de la nature
Veut que l'on garde en tout. Le fait-on ? Nullement.
Soit en bien, soit en mal, *cela n'arrive guère.*
Le blé, riche présent de la blonde Cérès,
Trop *touffu* bien souvent, épuise les guérets[1] :
En superfluités s'épandant d'ordinaire,
Et poussant trop abondamment,
Il ôte à son fruit l'aliment.
L'arbre n'en fait pas moins : *tant le luxe sait plaire*
Pour corriger le blé, Dieu permit aux moutons
De retrancher l'excès des prodigues moissons :
Tout au travers ils se jetèrent,
Gâtèrent tout, et *tout broutèrent* ;
Tant que le Ciel permit aux loups
D'en *croquer* quelques-uns : ils les croquèrent tous ;
S'ils ne le firent pas, du moins *ils y tâchèrent.*
Puis le Ciel permit aux humains
De punir *ces derniers* : les humains abusèrent
A leur tour des ordres divins.
De tous les animaux, *l'homme a la plus de pente*
A se porter dedans l'excès.
Il faudrait faire le procès
Aux petits comme aux grands. Il n'est âme vivante
Qui ne pèche en ceci. Rien de trop est un *point*
Dont on parle sans cesse, et qu'on n'observe point.

[1] Fields.

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COMMERCIAL FRENCH.

Wednesday, 28th June.—2 to 3.30 P.M.

The whole of this Paper should be answered.

25. 1. Translate into English :—

Londres, le 1er Décembre 1904.

Messieurs Leblanc et Fils,
Le Havre.

Nous avons bien reçu votre honorée du 29 écoulé, et vous créditons à l'échéance du montant des remises y incluses, savoir :—

frs. 2,500 au 10 ct.
„ 1,000 „ 15 „

D'après vos instructions nous avons expédié à votre adresse par le vapeur "St. Hélène" les 25 balles de laine, et vous remettons les connaissements et la facture se montant à 472*l.* 6*s.* 1*d.*, valeur au 21ct,, que nous portons à votre débit.

Nous sommes fâchés de n'avoir pas réussi à en acheter davantage, mais votre limite de 1*s.* 2*d.* et le peu de choix de laine actuellement sur notre place convenable pour vos besoins, nous ont empêchés d'exécuter votre ordre en entier.

Pour la régularité de nos écritures nous vous remettons, ci-inclus, relevé de votre compte-courant, arrêté ce jour et vous prions de nous dire, après vérification, si vous êtes d'accord avec nous.

Agréez, Messieurs, nos civilités empressées.

A. MERCIER ET CIE.

35. 2. Write a letter in French to a firm of manufacturers in Manchester, offering to represent them and travel for them in France and Spain. Mention your previous experience and references, the languages you know, and the remuneration you would expect to receive for your services.

10. 3. Explain in French the meaning of the following commercial expressions :—*Days of grace, limited liability company, "bear" transactions, floating policy.*

Either

24. 4. Translate the following market report :—

Sucres.—On débute calme aux prix de la veille. En séance, le marché se raffermit et la clôture se fait avec une hausse de 25 centimes pour les mois rapprochés, et sans changement sur la veille pour la future récolte.

Cafés.—La situation s'est sensiblement améliorée. Nous avons eu un bon courant d'affaires en Haïti et en Porto-Cabello á prix fermes et même en légère reprise.

Poivres.—Marché calme, prix fermes. Ventes de la semaine —On cote en disponible :—Malabar, frs. 91 à 92; Singapore frs. 90 à 91 les 50 kil. à l'entrepôt, esc. 2½ % comptant. Emballage compris, tare 1½ %; droits de douane, frs. 208 par 100 kil.

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VALUE.

Pétrole.—Le raffiné d'Amérique s'est raffermi sous l'influence d'une demande plus active pour le disponible et livrable sur le mois prochain ; les termes plus éloignés ont également participé à l'amélioration.

Or (instead of Question 4)—

5. (*a*) Translate into English the following sentences :—

(1) Au cours actuel du change cela reviendra à environ 20*l.* le tonneau.

(2) Les marchandises sont de diverses provenances.

(3) La vente se fait de gré à gré.

(4) La banque nous a accordé un crédit à découvert.

(*b*) Translate into French :—

(1) We must collect our outstanding debts.

(2) The steamer is advertised to call at the Mediterranean ports.

(3) The shipbuilding trade is slack at present.

(4) The shipping charges include the following items :—*Freight, packing and marking, cartage, harbour dues, and consular certificate.*

GERMAN.

LOWER GRADE.

Monday, 26th June.—2 to 4.30 P.M.

To secure full marks, the whole of this Paper should be answered, and the German script used, at least in the passage for composition, 2 (b.).

18 1. Translate into English :—

(a.) Der Mann blieb ſtehen und ſah einen Augenblick dem davonfliegenden Vogel nach, ehe er weiter ging. Es war der alte Magiſter Timotheus, mit dem kleinen bekannten Stöckchen in der Rechten, während die Linke bedächtig auf dem Rücken ruhte. Er ging ſo zart und ſachte, daß nur ſelten ein trocknes Zweiglein unter ſeinem Tritte knackte oder das vorjährige Laub ihm um den Fuß raſchelte. Jetzt ſah er auf ſeine Uhr und ſchritt dann etwas ſchneller vorwärts, bis er an den ſonnigen Waldrand kam, wo die große Wieſe voll gelber Butterblumen vor ihm lag. Hier war er auch an den Holzſteg gelangt, der über den quer durch die Wieſe laufenden Fluß vom Wald zur Stadt führte. Dieſe ſtreckte ſich drüben entlang, mit ihren ſpitzen Dächern und Türmchen ; eine alte grasbewachſene Mauer zog ſich noch rings um ſie her. Die Morgenſonne blinkte freundlich in den kleinen Fenſterſcheiben und an dem vergoldeten Knopf des Kirchturmes. Dahinter lag in grauem Duft das Gebirge, nur auf einer Seite zog ſich der Wald beinahe bis an die Häuſer heran. Schnell floß das grünliche Gebirgswaſſer unter dem Steg dahin. Der Alte hatte ſich auf das Geländer geſtützt und blickte vergnügt auf die ſpielenden Wellen nieder ; und als ſich gerade unter ihm ein ruhiger Waſſerſpiegel bildete, da kam von unten ſein Geſicht wieder herauf, ganz ebenſo freundlich und hübſch und würdig wie es von oben hinabſchaute.

Steg = narrow bridge. Geländer = railing, balustrade.

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(*b.*) Ich war ein kleiner Knabe, ſtand feſt kaum auf dem Bein,
Da nahm mich ſchon mein Vater mit in das Meer hinein
Und lehrte leicht mich ſchwimmen an ſeiner ſichern Hand
Und in die Fluten tauchen bis nieder auf den Sand.
Ein Silberſtückchen warf er dreimal ins Meer hinab,
Und dreimal mußt' ich's holen, eh' er's zum Lohn mir gab.
Dann reicht' er mir ein Ruder, hieß in ein Boot mich gehn,
Er ſelber blieb indeſſen mir treu zur Seite ſtehn,
Wies mir, wie man die Wogen mit ſcharfem Schlage bricht,
Wie man die Wirbel meidet und mit der Brandung ficht.

Wirbel = eddies. Brandung = surf.

2. (*a.*) Write out from memory a German version of the passage read out.

(*b.*) Translate into German:—

A nobleman had three sons, who were all three fine lads, and equally dear to their parents. But as their father was not very rich, he said one day to the two eldest, "My boys, you will be poor all your life if you remain at home: go out into the world, and you will perhaps make your fortune in foreign lands." The young men were only too glad to hear this, and were soon ready to start. Their mother was very sorry to let them go, but what could she do? They got (ſtiegen) on their horses, and rode together for two days. On the third day they came to a spot where a road went to the right, and another to the left. A poor old woman was sitting there on a stone. They said "Good day" to her, and gave her some money. "Will you show me your hands, young gentlemen?" said she. They laughed, and did so (*say*, did it). She looked into the hands as one who reads a book. "Go you this way," said she to the first, "and you will marry the most beautiful maiden on earth." And to the second, "Go you that way, and you will win a king's daughter and a crown." So they parted (ſchieden) from one another, and went each his own way.

5. 3. Write out, in German, the nominative and genitive singular, and the nominative plural, of—*hard stone, that beautiful woman, the same gentleman, my younger brother*; and the whole singular of *Frederick the Great*.

5 4. Give the German for—one and a half; two and a third; half past five o'clock; four times sixteen is sixty-four; a fortnight ago.

5. 5. What do you understand by separable and inseparable verbs? Exemplify your answer by giving the *familiar* second person singular of the imperfect and perfect indicative, and of the imperative, of the German for eight of the following:—*To give away, to forget, to begin, to cut to pieces, to command, to take off, to discover, to get* (obtain), *to break open, to go in*.

10. 6. Translate into German:—

(*a.*) When the boy came into my room, he pulled a letter out of his pocket, and laid it on the table.

(*b.*) Do you know who broke (*say*, has broken) this window? I think Charles did it with his ball.

(*c.*) During the winter we had many fine days, and little ice and snow.

(*d.*) Little girl, if you walk (*say*, thou walkest) on the grass, you will get wet feet, and become ill.

(*e.*) Children who are born on the twenty-ninth February have a birthday every fourth year.

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GERMAN.

LOWER AND HIGHER GRADES.

Monday, 26th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. The substance of this story is to be reproduced by the candidates in German from memory. No notes may be made while it is being read.

Before it is actually read, the Supervising Officer should explain that candidates are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. They should attempt to tell the story in German in their own way. Grammatical accuracy is considered very important, and special value is attached to anything that shows a knowledge of idiomatic German.

A countryman who visited for the first time a great city was astonished to see so many people in the streets, and could not understand why they seemed all to be in such a hurry. He also admired the splendid shops, and it was a great pleasure for him to walk from window to window, and look at the fine things laid out there. In one of the windows he saw nothing but foreign money of every kind, in gold, silver, and paper notes. As he had never heard that one could sell and buy money, he stepped up to the open door, and asked a well-dressed young man who was writing at his desk what they had for sale. "Fools," was the curt reply. "Oh," said our friend from the country, "then you must have done good business, for I can only see one fool left in your shop."

GERMAN.

HIGHER GRADE.

Monday, 26th June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used at least in the passage for translation into German, 2 (b.).

1. Translate into English :—

18. (a.) Stunden floſſen vorüber. In dem einſamen Wirtshaus, das an der Wegſcheide liegt, wo der Bergbewohner die Landſtraße verläßt, kehrten ſie ein. Seit Mittag waren ſie nun gewandert; Margret biß mit Wonne in ein kräftiges Butterbrod und trank in langen Zügen aus dem Glaſe, das ihr der Burſche hinhielt. Wie das ſchmeckte! Der feurige Landwein rollte ihr erwärmend durch die Glieder und verſcheuchte die letzten Sorgen von ihrer Seele. Der Valentin ſagte, ſie könne nur immer „du" zu ihm ſagen. Das tat ſie denn auch, und leicht und flüſſig glitt das „Du" über die Lippen, als hätte ſie's ihr Lebtag geſagt. Nachdem ſie eine Stunde geraſtet, brachen ſie wieder auf. Der Regen hatte aufgehört; die volle Mondſcheibe ſchimmerte mit hellem Licht hinter zerriſſenen Wolken. Der Weg wurde ſteinig und mühſam; große Furchen hatte das ſtrömende Waſſer ins Erdreich geriſſen; der

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ALUE. Fuß glitt aus, und mehr als einmal mußte der kräftige Arm des Mannes das strauchelnde Mädchen stützen. Margret wurde sehr müde, ihr muntres Plaudern hatte aufgehört; wie ein verschüchtertes Vögelchen duckte sie sich an den starken Gefährten. Wie gut der war! Er führte sie wie ein Kind, er hob sie über Steine, und ab und zu sprach er tröstend: „Bald sind wir daheim." Zuletzt trug er sie mehr als er sie führte. Margret empfand alles wie im Traum; sie hielt die Augen geschlossen und dachte, es gehe so in die Ewigkeit weiter. Sie fuhr fast erschrocken zusammen, als der Bursche plötzlich stehen blieb und mit der Hand in einige Entfernung wies, wo hie und da noch ein Lichtlein glänzte: „Kyllburg!" Sie schlugen nun einen schmalen Pfad bergaufwärts ein; Margret war wieder wach. Hier der Weg, der führte zur einsamen Hütte droben auf kahler Höh', bald war sie zu Haus und wieder die alte Margret — und der Traum hatte ein End'!

Sie eilte nun vor ihrem Beschützer her; hier konnte sie jeden Tritt, jeden Stein, jedes Wässerlein. In ihrem Herzen ging es hin und her, auf und nieder, Bedauern und Freude: Bedauern ums Scheiden von dem Begleiter, Freude aufs Wiedersehen mit der Mutter. Sie wußte selbst nicht, wie das so seltsam war.

12. (b.) **Der Waldsee.**

Wie bist du schön, du tiefer blauer See!
Es zagt der laue West, dich anzuhauchen,
Und nur der Wasserlilie reiner Schnee
Wagt schüchtern aus der stillen Flut zu tauchen.

Hier wirft kein Fischer seine Angelschnur,
Kein Nachen wird auf deinem Spiegel gleiten,
Wie Chorgesang der feiernden Natur
Rauscht nur der Wald in diesen Einsamkeiten.

Wildrosen streu'n dir ihren Weihrauch aus,
Und würz'ge Tannen, die dich rings umragen,
Und die wie Säulen eines Tempelbau's
Das wolkenlose Blau des Himmels tragen.

Einst kannt' ich eine Seele, ernst, voll Ruh',
Die sich der Welt verschloß mit sieben Siegeln,
Die, rein und tief, geschaffen schien wie du,
Nur um den Himmel in sich abzuspiegeln.

15. 2. (*a.*) Write out from memory a German version of the passage read out.

30. (*b.*) Translate into German:—

A gentleman in Paris was wont every morning, on his way to his business, to give a half-franc to a blind beggar. One day, by mistake, he threw a napoleon into the beggar's box. Some hours later he discovered his error, and as he was not rich, he resolved to speak to the man on his way home. When he passed by the place, he found that the beggar had left, but a street-sweeper told him where he was living. Having gone to the address indicated, the gentleman found the beggar's name on a door on the third storey of a very respectable house. A tidy-looking maid-servant opened, and requested him to step into a well-furnished room, and take a seat. After a minute or two, the beggar made his appearance neatly dressed, and the matter was explained to him. "My clerk," he said, "is just making up the day's accounts, and if a napoleon has been found in the box, it shall be restored to you." The piece of gold was found, and handed to the visitor. As the latter was retiring, however, the beggar called out to him, "I beg your pardon, my dear sir, but you have forgotten to *give* me the half-franc *out of it* (herausgeben)."

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5. 3. Give the nominative and genitive singular, and nominative plural, with the definite article, of the German for any *ten* of these words:—Passion, promise, reward, complaint, sigh, advice, earl, willow, custom, ray, fraud, spark, proof, prayer, curse.

5. 4. Write suitable sentences showing the meaning and prepositional government of *five* of the following verbs:—verzichten, abſehen, ſich bewerben, ſchwelgen, trachten, ſich befaſſen, ſich richten, ſich berufen.

5. 5. From *five* of the following nouns form as many pairs of simple (not compound) adjectives with their meanings:— Erde, Herr, Hof, Geſchäft, Mund, Ehre, Sitte, Ernſt.

10. 6. Translate into German:—

(*a.*) Germany is rich in forests and rivers, as well as in fine old castles, such as travellers like to see.

(*b.*) My friend asked me to accompany him, but I did not feel disposed for a walk.

(*c.*) The weather being favourable, you should have taken a holiday.

(*d.*) He tries to solve the riddle, but has not yet succeeded in doing so.

(*e.*) You have heard my view of the matter; now do as you please.

GERMAN.

HONOURS.—FIRST PAPER.

Monday, 26th June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used, at least in the passage for composition, I.

45. I. Translate into German:—

At this moment an omnibus came to a standstill under the branches of the elm-tree. A gentleman alighted, but it was only to offer his hand to a young girl, whose slender figure, nowise needing such assistance, lightly descended the steps, and made an airy little jump from the final one to the sidewalk. She rewarded her cavalier with a smile, the cheery glow of which was seen reflected on his own face as he re-entered the vehicle. She then turned towards the house, to the door of which, meanwhile, the driver had carried a light trunk and a band-box. First giving a sharp rap of the old iron knocker, he left his passenger and her luggage at the doorstep and departed.

"Who can it be?" thought Hepzibah; "the girl must have mistaken the house!"

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The young girl, so fresh, so unconventional, and yet so orderly as you at once recognised her to be, was indeed widely in contrast, at this moment, with everything about her. But even as a ray of sunshine, fall into what dismal place it may, instantaneously creates for itself a propriety in being there, so did it seem altogether fit that the girl should be standing there at the threshold. The old maiden herself began to feel that the door ought to be shoved back, and the rusty key turned in the reluctant lock.

"Can it be Phœbe?" questioned she within herself. "It must be little Phœbe; for it can be nobody else—and there is a look of her father about her, too. But what does she want here? And how like a country cousin to come down upon a poor body in this way, without so much as a day's notice, or asking whether she would be welcome! Well, she must have a night's lodging, I suppose, and to-morrow the child shall go back to her mother!"

30. II. Write a German essay or on letter one of the following subjects:—

(a.) Meine Lieblings-Episode der schottischen Geschichte.

(b.) Kurzer Abriß eines meiner liebsten (englischen oder deutschen) Romane.

(c.) Ein Sommer-Ausflug mit Unterbrechungen durch unvorhergesehene Ereignisse.

GERMAN.

Honours.—Second Paper.

Thursday, 29th June.—2 to 5 P.M.

The whole of this Paper should be answered.

15. 1. Translate into English:—

(a.) Ist es denn Frauenlos und Frauenglück unter die Gewaltigen der Geschichte zu zählen und Herrscherkunst und Herrscherleidenschaft im Kopf und im Herzen zu tragen? Königin Luise hätte wohl, wenn das Geschick es von ihr gefordert haben sollte, aus der Pflicht auch die Kraft und den Geist entwickelt, die diese Stellungen erheischen; aber sie ist nicht dazu berufen worden, und sie hat sich immer glücklich gepriesen vor allem Frau sein zu dürfen, auch als sie Königin war. Sie war eben wie andere Frauen auch, nichts Besonderes und abnorm Genialles, aber die vollendete Weiblichkeit mit all' ihrer Schönheit und Reinheit, in all' ihrer Anmut und Würde, in all' ihrer Heiterkeit und Hoffnungskraft; eine von vielen und doch die eine unter allen. Als sie siebzehnjährig aus bescheidenen Verhältnissen eintrat in den ihr völlig fremden Kreis des großen glänzenden Hofes, der in der geistigen Verkümmerung des Deutschfranzosentums, in dem Eingeschlafensein auf den ererbten Lorbeeren, wie sie selber später so treffend es aussprach, verkam, da hat sie, ohne es zu wollen und ohne es zu wissen, diesen Hof reformiert: sie hat die unbefangene Fröhlichkeit wie die gute Zucht und Sitte, das deutsche Du im engsten Kreise der Familie, Goethes und Schillers goldene Worte in jene Kreise eingeführt, die im Begriff schienen zu verstocken und zu verwelschen.

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15. (*b.*) Was treibt den Menschen hinauf auf jene Bergriesen der Alpenwelt? Ist es nicht ein geheimnisvoller, unerklärlicher Reiz, der ihn anlockt, den überall lauernden Todesgefahren zu trotzen, sein warmes, gebrechliches Leben über viele Meilen lange Gletscherwüsten zu tragen, oft in der selbsterbauten elenden Hütte es mühselig gegen tobende Stürme und tödlichen Frost zu bergen, um dann, zwischen Tod und Leben hängend, mit kurzem Odem und zitternden Gliedern die schmale Sohle eines majestätisch thronenden Schneegipfels zu gewinnen? Ist es bloß der Ruhm, dort oben gewesen zu sein, dieser karge Lohn fast übermenschlicher Anstrengungen, der ihn auf diese Wolkenstühle ladet? Wir glauben es kaum. Es ist das Gefühl geistiger Kraft, das ihn durchglüht und die toten Schrecken der Materie zu überwinden treibt; es ist der Reiz, das eigene Menschenvermögen, das unendliche Vermögen des intelligenten Willens an dem rohen Widerstande des Staubes zu messen; es ist der heilige Trieb, im Dienste der Wissenschaft dem Bau und Leben der Erde, dem geheimnisvollen Zusammenhange alles Geschaffenen nachzuspüren; es ist vielleicht die Sehnsucht des Herrn der Erde, auf der letzten überwundenen Höhe im Überblick der ihm zu Füßen liegenden Welt das Bewußtsein seiner Verwandtschaft mit dem Unendlichen durch eine einzige, freie Tat zu besiegeln.

15. (*c.*)

Nun endlich ist mir der erwünschte Tag,
Der langersehnte, festliche, erschienen —
Vereint seh' ich die Herzen meiner Kinder,
Wie ich die Hände leicht zusammenfüge,
Und im vertrauten Kreis zum erstenmal
Kann sich das Herz der Mutter freudig öffnen.
Fern ist der fremden Zeugen rohe Schar,
Die zwischen uns sich kampfgerüstet stellte —
Der Waffen Klang erschreckt mein Ohr nicht mehr,
Und wie der Eulen nachtgewohnte Brut
Von der zerstörten Brandstatt, wo sie lang
Mit altverjährtem Eigentum genistet,
Auffliegt in düsterm Schwarm, den Tag verdunkelnd,
Wenn sich die lang vertriebenen Bewohner
Heimkehrend nahen mit der Freude Schall,
Den neuen Bau lebendig zu beginnen;
So flieht der alte Haß mit seinem nächtlichen
Gefolge, dem hohläugigen Verdacht,
Der scheelen Mißgunst und dem bleichen Neide
Aus diesen Toren murrend zu der Hölle,
Und mit dem Frieden zieht geselliges
Vertrau'n und holde Eintracht lächelnd ein.

5. 2. Frame appropriate sentences, with the English translation, showing the meaning and prepositional government of *five* of the following participles, used adjectively and figuratively:—bestürzt, erpicht, erhaben, vernarrt, gewandt, aufgelegt, aufgebracht.

5. 3. Give the German of any *ten* of the following idiomatic prepositional expressions:—In broad daylight — in the long run — upstairs and downstairs — at all events — in turn — by turns — year in year out — contrary to reason — to (one's) heart's desire — from top to toe — on a sudden — to be on one's guard — beneath his dignity — out of the question.

5. 4. Form abstract nouns, with the definite article and the meaning, from any *ten* of these:— beredt, spröde, edel, heiser, sündhaft, neu, fest, hold, nutzlos, nahe, bequem, schadenfroh, fromm, roh.

5. 5. Show, by appropriate sentences, the meaning of any *five* of these:— ohnehin, mithin, demnach, überdies, ausnehmend, weitaus, zusehends, lediglich.

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10. 6. Translate idiomatically:—

(*a.*) I could not help refusing his offer, much as I regretted having to do so.

(*b.*) He is too honest a man for us to have to fear his taking advantage of our difficulties.

(*c.*) You seem to be determined on proposing for the girl, though I feel sure her parents will not consent.

(*d.*) My friend had informed me of his intention to visit me, but I was not prepared for his coming so soon.

(*e.*) You will oblige me by speaking to no one about what I told you the other day.

COMMERCIAL GERMAN

Wednesday, 28th June.—4 to 5.30 P.M.

The whole of this Paper should be answered.

25. 1. Translate into English:—

Herren Feldheim u. Söhne, Hamburg.

London, den 10. Auguſt 1904.

Eingeſchloſſen erlauben wir uns Ihnen mit Verkaufsrechnung über Ihre 50 Ballen ſächſiſche Wolle pr. „Emma" Kpt. Müller, aufzuwarten, deren Erlös im Betrage von £1228 11 6 in Ihr Kredit gebracht wurde. Sie werden bemerken, daß es uns gelungen iſt für die 34 Ballen hochfeine 2*s.*, für die 11 dto. feine 1*s.* 6*d.*, und für die übrigen 5 geringere 10*d.* zu bekommen.

Wir zweifeln nicht daran, daß die Verkäufe Ihren Beifall finden werden; ja, wir ſind ſo befriedigt von dem Reſultat und der Ausſicht eine ähnliche Partie zu denſelben Bedingungen anbringen zu können, daß wir uns gern, falls nicht unterdeſſen eine Steigerung bei Ihnen eingetreten iſt, an dem Verkauf von 100 Ballen beteiligen möchten, die in zwei Hälften, mit etwa einem Monat Zwiſchenraum, abzuſenden wären.

Der bei Wollverkäufen gewöhnliche Kredit iſt vier Monate, oder 2 % Diskonto per Kaſſa. Für Delcredere haben wir Sie, wie üblich, mit 1 % belaſtet.

Wir empfehlen uns Ihnen,
Hochachtungsvoll,
W. Kruſe u. Co.

35. 2. Reply to the above letter, acknowledging receipt of the enclosed account, of which you take due note. Thank your correspondents for the satisfactory result of the shipment, and say that you will endeavour to make a further consignment on the conditions they suggest. Add any further remarks you think proper.

10. 3. State briefly in German what you know about the trade and chief industries of any two of the following places: *Antwerp, Bremen, Bordeaux, Cardiff, Bombay, Buenos Ayres.*

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Either—

24. 4. Translate the following market report:—

Kakao. Gute Qualitäten erreichen frühere Preise, wogegen geringere Sorten sehr schwer zu unseren Notierungen verkäuflich sind. Unser Vorrat beträgt ungefähr 1200 Tonnen.

Gewürze. Preise bleiben ohne wesentliche Veränderung. Nachfrage sehr beschränkt.

Metalle. Sehr flau und die Preise sind wieder um 1s. bis 1s. 6d. pr. Ztr. gefallen; es ist interessen schwer, selbst zu den ermässigten Preisen zu verkaufen.

Salpeter. Lebhafte Nachfrage während des ganzen Monats; Käufer wollten sich daher zu einem Aufschlag von 6d. verstehen, während die Eigner einen solchen von 9d. pr. Ztr. verlangten.

Getreide. Das Getreidegeschäft lag in der abgelaufenen Woche sehr ruhig. Mit Rücksicht auf die stärkeren argentinischen Verschiffungen war die Nachfrage für Weizen nur schwach. Roggen knapper angeboten. Mais gut behauptet.

Or (instead of question 4)—

5. (*a*) Translate into English the following sentences:—

(1) Der Gesamtwert des Handelsumsatzes wurde auf £120,000 geschätzt.

(2) Die Vorschüsse sind in vierteljährigen Raten zurückzahlbar.

(3) Alle Posten werden in das Hauptbuch eingetragen.

(4) Man zweifelt nicht an der Zahlungsfähigkeit dieser Firma.

(*b*.) Translate into German:—

(1.) We have taken Mr. A. into partnership.

(2.) Competition is very keen in this article.

(3.) Several small lots of cotton fetched good prices.

(4.) The goods have been sold under cost price.

GAELIC.

25. Thursday, 29th June.—2 to 5 P.M.

1. Translate into English the following extract:—

Long mhòr nan Eilthireach.[1]

'N am measg chunnaic mi aon long mhòr a thug bàrr orra air .ad; bha iomadh bàta beag a' gabhail d' a h-ionnsuidh, agus thug mi fainear gu robh iad a' deanamh deas gu a cur fa sgaoil. Bha duine leinn as gann a thog a cheann fad an latha, 's a bha a nis ag amharc gu geur air an luing. "An aithne dhuit," thuirt mi ris, "ciod i an long mhòr so"? "Mo thruaighe"! ars' esan, "'s ann domh as aithne; is duilich leam gu bheil barrachd 's a b' àill leam de m' luchd-còlais innte; innte tha mo bhràithrean is mòran de m' chàirdean a' dol thairis

[1]Emigrant.

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air imrich fhada do America mu Thuath; agus is bochd nach robh agamsa na bheireadh air falbh mi cuideachd." Tharruing sinn a nunn d' an ionnsuidh; oir tha mi ag aideachadh gu robh toil agam na daoine so fhaicinn a bha an diugh a' dol a ghabhail an cead deireannach a dh' Albainn, air tòir dùthcha far am faigheadh iad dachaidh dhaibh fhéin 's d' an teaghlaichean. Cha'n 'eil e comasach a thoirt air aon duine nach robh 's an làthair an sealladh a chunnaic mi a thuigsinn. Cha tig an latha a théid e as mo chuimhne. Bha iad an so eadar bheag agus mhòr, o'n naoidhean nach robh ach seachdain a dh' aois gus an seann duine liath a bha tri fichead bliadhna 's a deich.

15. 2. Translate into English *one* of the following:—

(*a*) *Badan fraoich.*

Ceud fàilt' ort fhéin, a bhadain fhraoich,
Bho thìr nan aonach àrd,
An tìr a dh' àraich iomadh laoch,
Ge sgaoilt' an diugh an àl;
Tha snuadh mo dhùthcha air do ghruaidh,
Seasaidh tu fuachd is blàths:
'S e mheudaich dhomh cho mòr do luach
Gu'n d' fhuair mi thu bho'n Bhàrd.

(*b*) *Laladhna*[1] *Dhonnachaidh Bhàin, am Bàrd.*

Dheanainn duit ceann[2] is crann[3] 's an Earrach
An àm chur ghearran an éill;
Is dheanainn mar chàch air tràigh na mara
Cur àird air mealladh an éisg;
Mharbhainn duit geòidh is ròin is eala,
'S na h-eòin air bharra nan geug;
'S cha bhi thu ri d' bheò gun seòl air t' aran
'S mi chòmhnuidh far am bi féidh.

[1] Accomplishments. [2] He who leads the horses.
[3] The man who guides the plough.

20. 3. Reproduce, in Gaelic, and, as far as possible, in your own diction and idiom, the passage read out.

25. 4. Translate into Gaelic *one* of the following passages:—

(*a*) *Shinty.*

The games of the boys were all athletic,[1]—throwing the hammer, putting the stone, leaping, wrestling, and the like. But the favourite game was "shinty," called *hockey*, I believe, in England. This is played by any number of persons, as many as a hundred often engaging in it. Each has a club, or stick bent at the end, and made short or long, according as it has to be used by one or both hands. The largest and smoothest field that can be found is selected for the game. The combat lies in the attempt of each party to knock a ball beyond a certain boundary in the opponents' ground. The ball is struck by any one on either side who can get at it. Few games are more exciting, or demand greater physical exertion, than a good shinty match.

[1] Fearail.

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(*b*) *About Seals.*

Very well, then. It is now May, about the 20th, and we are at the other side of the world, in the Island of St. Paul. It is cool and misty; but there are few warm or clear days in this quarter, even in summer. We can see a few large seals on the rocks, seven feet long every one of them. The nearest one shows no fear of us, and we need not fear him. He is very fat, and it is well for him that he is so. When he has his family gathered round him on that rock, he will stay there to defend them against all comers for the next three or four months, and during that time he will neither eat nor drink. Young ones are there also. When these are about three months old, they venture into the water; but at first they soon scramble out again, spitting and crying as loud as they can. In a few days, however, they learn to swim perfectly.

V. Answer any *two* (not more) of the following four questions:—

(1.) Give the genitive singular and nominative plural of *beau, bò, caora, cù, long, sliabh.*

(2.) Give, with examples, three cases in which the Article is used differently in Gaelic and English.

(3.) Translate the following sentences into idiomatic Gaelic:—

Both are equally good. He gave thirty shillings each for the sheep. I shall be back before Monday. He will be twelve years of age a month hence.

(4.) Express in English the meaning of these sentences and phrases:—

Olc air mhaith le càch e. Tha mi sgìth, 's mi leam fhìn. Cha b' fhearr a nasgaidh e. Cha bu ruith leis ach leum.

GAELIC.

Thursday, 29th June.—2.45 P.M.

This paper must not be seen by any Candidate.

To be read out twice, slowly and in an accent with which the Candidates are familiar, *by the Supervising Officer (or the Teacher) at* 2.45 P.M. *The substance of this story is to be reproduced by the Candidates in Gaelic. No notes may be made while it is being read.*

Before commencing to read it, the Supervising Officer or the Teacher must write upon the blackboard the title of the story as follows: "Bàthadh a' Chuilein." *He should also warn the Candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in Gaelic, in their own diction and idiom. Great importance is attached to grammatical correctness, and full credit will be given for idiomatic phraseology.*

BÀTHADH A' CHUILEIN.

Chaidh binn a' chuilein a thoirt a mach air ball, 's b'e sin a bhathadh; agus air son mo chuid-sa de'n ghnothach, 's ann orm a thainig a' bhinn a thoirt gu buil, 's e sin ri ràdh, 's ann domh a

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b'éigin mo chompanach beag, bòidheach a chur gu bàs. Thog mi lea'm e ann am bhroilleach, 's mo chridhe an impis sgàineadh; agus on a bha'n t-uisge a' sileadh gu trom chomhdaich mi e le sgiath mo pheiteige gu a chumail tioram. 'Nuair a ràinig mi an linne dhubh 's am biodh iad a' bàthadh chon is chat, bha i ag amharc cho dorcha 's nach robh de chruas cridhe agam na leigeadh dhomh a thilgeil innte. Thill mi ceum air m'ais o bhruaich na h-aibhne 's chaidh mi stigh fo phreas beag seilich, agus chrùbain mi an sin gus an robh mi cho fliuch 's ged a bhithinn air mo thumadh 's an abhainn. Cia fhad a dh' fhanainn mar sin na maireadh solus latha cha'n fhios domh, ach bha e nis a' fas dorcha, 's b'eudar an tigh a thoirt orm. Fliuch gus an craiceann, air chrith leis an fhuachd, 's ach beag as mo chiall leis an eagal, leum mi air mo bhonn 's ghabh mi roid chum bruaich na h-aibhne 's thilg mi an dùile bhochd 's an linne. Thug e aon sgal as. Cha d' éisd mi ri tuillidh; ghlaodh is chaoin mi, 's theich mi cho luath 's a bheireadh mo chasan mi. 'Nuair a rainig mi an tigh, thilg mi dhiom m' aodach 's leum mi do m' leabaidh. Cha bu luaithe thigeadh neul cadail orm na bha sgal a' chuilein 'n am chluais. Mhair an gnothach mar sin fad na h-oidhche. 'S a' mhaduinn bha mise cho tinn 's nach b' urrainn domh mo cheann a thogail bhàrr mo chluasaig. Bha dithis 's an tigh an latha sin aig an robh ionndrainn glé ghoirt. B'iad sin màthair agus companach a' chuilein, 's bha iomadh latha 'n a dhéigh sin mu'n deachaidh sgal a' chreutair bhig as mo chluais.

SPANISH.

Thursday, 29th June.—2 P.M. to 5 P.M.

The whole of this Paper should be answered. Candidates will not be allowed to pass unless they reach the necessary standard both in composition and in translation.

SECTION I.

15. 1. Translate into English:—

(1) Dueño ya de Gibraltar y celebrada la paz con los rebeldes, Mahomed, el rey moro, no tardó en recobrar Ronda y la misma Algeciras, que le había sido arrebatada poco antes por los cristianos. Defendiólas y volvió á Granada, mas no para gozar mucho tiempo de la paz, sino para abrir pronto una nueva campaña en que no fué muy afortunado, á pesar de su valor y su constante arrojo. Recibió á poco noticia de que iban los cristianos otra vez sobre Gibraltar, que miraban justamente como la fortaleza más importante de Andalucía. Sitiáronla por tierra con numeroso ejército y por mar con una escuadra que recorría sin tregua el Estrecho y tenía cerrado el paso á las naves de Africa. Hallaron mucha oposición en los sitiados, súbditos todos del rey de Fez; pero á fuerza de días y con riguroso bloqueo llegaron á ponerlos en tales apuros, que ya casi contaban con decidir á favor suyo la victoria. No dejaban salir un solo soldado de la plaza; mas aunque procedían en esto con mucho rigor no pudieron impedir que algunos se fugasen y fuesen aceleradamente á pedir á Mahomed que bajase

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á socorrer á los cercados en virtud de la alianza que con Hasán tenía. Mahomed, lejos de negarse á la demanda, accedió con tan buena voluntad y tal entusiasmo que, reuniendo con la mayor rapidez á sus mejores jinetes, salió y entró en batalla con los cristianos.

15 (2) DOÑA LEONOR, DOÑA ROSA Y JULIANA (*las tres salen de casa de Don Gregorio y hablan inmediatas á la puerta*). DON GREGORIO, DON MANUEL.

Dª. Leonor.—No te dé cuidado. Si él te riñe, yo me encargo de responderle.

Juliana.—Siempre metida en un cuarto sin ver la calle, ni poder hablar con persona humana. ¡ Qué fastidio !

Dª. Leonor.—Mucha lástima e igo de ti.

Dª. Rosa.—Milagro es que no me haya dejado debajo de llave, ó me haya llevado consigo, que aún es peor.

Juliana.—Le echaría yo más alto que . . .

D. Gregorio.—¡ Oiga ! ¿ Adónde van Vds., niñas ?

Dª. Leonor.—La he dicho á Rosita que se venga conmigo para que se esparza un poco. Saldremos de aquí por la puerta de San Bernardino y entraremos por la de Fuencarral. Don Manuel nos hará el gusto de acompañarnos.

D. Manuel.—Sí, por cierto, vamos allá.

Dª. Leonor.—Y mire Vd. Yo me quedo á almorzar en casa de Doña Beatriz. Me ha dicho tantas veces que porqué no llevo á esta por allá, que ya no sé que decirla—con que, si V. quiere, irá conmigo esta tarde ; almorzaremos, nos divertiremos un rato por el jardin y al anochecer estaremos de vuelta.

D. Gregorio.—Vd. (*á Doña Leonor, á Juliana, á Don Manuel y á Doña Rosa según lo indica el diálogo*), puede irse adonde guste. Vd. puede ir con ella. . . . Tal para cual. Vd. puede acompañarlas, si lo tiene á bien ; y Vd. á casa (*coge del brazo á Dª. Rosa haciendo ademán de entrarse con ella en su casa*).

24. 2. Translate into Spanish :—

Early on the morning of the 24th January I embarked for Seville on the small Spanish steamer, the "Betis." The morning was wet, and a dense mist prevailed, which prevented me observing surrounding objects. After proceeding about six leagues, we reached the north-eastern extremity of the Bay of Cadiz, and passed by San Lúcar, an ancient town near the spot where the Guadalquivir falls into the sea. There the mist suddenly disappeared, and the southern sun burst forth in full brilliancy, enlivening all around, and particularly myself, who had been walking up and down the deck all the morning in a somewhat gloomy state of mind. We entered the mouth of the great river, and anchored for a few minutes opposite a small village called Bonanza, where we received several passengers, and again proceeded.

There is not much in the appearance of the Guadalquivir to interest the traveller. The banks are low and destitute of trees ; the adjacent country is flat, and only in the distance is a blue mountain range to be discerned.

14. 3. Write a Spanish version of the passage read out.

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SECTION II.

G. 4. Write out the pres. indicative and pres. and imperf. subjunctive of the following verbs:—*Contar, querer, reñir, traer, oir, convencer.* Give the second pers. sing. imperative of *dar, tener, haser, pedir, reir, decir.*

O. 5. Mention the principal rules for the employment of the subjunctive mood in Spanish. Give examples showing when the conjunctions *aunque, hasta que, cuando,* and *si* require the subjunctive, and when they are employed with the indicative.

G. 6. (*a*) Translate into English the following sentences:—

(1) Estaba para decirselo á Vd.

(2) Esta señora se viste á la española.

(3) Por poco que coma este niño se encuentra siempre bien.

(4) Se trata de no equivocarse en el asunto.

(5) Mi hijo estudia para abogado.

(6) El buque está sobre el puerto.

O. (*b*) Translate into Spanish:—

(1) Whose hat is this? It is my father's.

(2) As soon as I have finished my work, I shall come.

(3) Somebody must have said it to him.

(4) Do not let yourself be deceived by him.

(5) He is nearly fifty years of age.

(6) I am astonished that he has gone away so early.

SPANISH.

Thursday, 29th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. The substance of this story is to be reproduced by the Candidates in Spanish from memory. No notes may be made while it is being read.

A rich gentleman went one day to a poor artist and asked him to paint his portrait, saying that, if he made a good likeness, he would pay him any price he asked for the work.

The artist painted an excellent portrait for which he asked a hundred dollars; but the gentleman, thinking he would get it cheaper, said that it did not please him, and refused to pay that amount. The painter then said that he would retain the portrait himself. Having fixed it up outside his house, he put under it the words "Seized for debt." The gentleman, who was well known in the town, seeing that everybody was laughing at his expense, was finally obliged to go to the artist and get the portrait removed, after paying the amount he owed

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MATHEMATICS.

LOWER GRADE.—I

Wednesday, 21st June.—11 A.M. to 1 P.M

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. All the figures should be accurately drawn, and, where geometrical constructions are employed, the construction lines should be shown. Proofs of geometrical constructions need not be given unless specially asked. Marks are given for neatness and good style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

15. 1. Prove that when two triangles have the three sides of one respectively equal to the three sides of the other, they are equal in all respects.

In the quadrilateral $ABCD$ the opposite sides AB, CD are equal, and the diagonals AC, BD are equal; prove that the angles ABC, BCD are equal.

15. 2. Prove that the sum of the three angles of any triangle is equal to two right angles.

Hence find the number of degrees in an angle of an equiangular polygon of n sides.

15. 3. Draw a triangle ABC in which $AB = AC = 6$ *cm*, and $\angle BAC = 45°$ without using the protractor. From B draw BD at right angles to AC, and take a point E in AD such that $ED = DC$. Join BE.

Prove that the angle AEB is equal to five times the angle ABE.

15. 4. Draw a circle of radius 2 inches; take a point $4\frac{1}{4}$ inches from the centre of the circle, and from it draw a tangent to the circle.

Prove the correctness of your construction.

Measure the length of the tangent.

Find by calculation what its length should be.

Answer TWO *questions out of the following five.*

15. 5. Prove that parallelograms on the same base and between the same parallels are equal in area, and show that a similar theorem is true for triangles.

A surveyor wishes to find the area of a field which is in the shape of a parallelogram $ABCD$. He finds AB and AD to be each 35 chains and the angle BAD to be 80°. Make a correct drawing of the field to the scale of 1 inch to 10 chains.

Find the number of acres in the field to the nearest acre. [10 square chains = 1 acre.]

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15. 6. $ABCD$ is a quadrilateral in which the diagonals AC, BD are at right angles to each other, prove that $AB^2 + CD^2 = BC^2 + DA^2$.

If AB, BC, CD be 6, 7, 8 *cm* respectively, use the above relation to find the length of DA to two decimal places.

Draw a quadrilateral with these measurements, having also $AC = 10$ *cm*; measure BD.

15. 7. A and B are fixed points, 2 inches apart; P is a variable point which moves so that the angle APB is 30°. Construct the complete locus of P, and prove that your construction is correct.

15. 8. ABC is a triangle, whose sides BC, CA, AB are bisected in D, E, F; prove that AD, BE, CF meet in a point.

15. 9. If AB, CD be two chords of a circle which intersect in an internal point E, prove that the rectangles $AE.EB$, $CE.ED$, are equal in area.

PQ is a straight line 6 inches in length, and O is a point in PQ such that $PO = 2{\cdot}56$ inches. If from O a straight line OR be drawn in any direction 3·01 inches in length, calculate to two decimal places how many inches RO must be produced to S, in order that the four points P, Q, R, S may lie on a circle.

MATHEMATICS.

LOWER GRADE.—II.

Wednesday, 21st June.—2 P.M. to 4 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. Marks are given for neatness and good style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper is provided for the graphical work.

10. 1. Multiply

$$x^2 + 11x + 28 \quad \text{by} \quad x^2 - 11x + 30,$$

and divide the product by

$$x^2 - x - 20.$$

Write down the equation connecting your answer with the three expressions given in the question, and verify this equation when $x = 2$.

10. 2. Simplify

(1) $$\frac{(a+b)^4 - (a-b)^4}{(a+b)^4 + (a-b)^4} \times \frac{\dfrac{1}{a^2+b^2} + \dfrac{1}{2b^2}}{\dfrac{1}{a^2+b^2} + \dfrac{1}{2a^2}};$$

(2) $$\frac{x^2 - a^2}{x^2 - ax + bx - ab} \times \frac{x^2 - b^2}{x^2 + ax - bx - a} \div \frac{x^2 + ax + a^2}{x^2 + ax + bx + ab}.$$

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20. 3. Solve the following equations, verifying all your results:—

(1) $a(x - a) = b(x - b)$;

(2) $\frac{1}{12}(x - \frac{1}{2}) - \frac{1}{12}(x - \frac{3}{2}) = \frac{1}{8}(x - \frac{5}{2}) - \frac{1}{8}(x - \frac{7}{2})$

(3) $(x + 1)(x - 2) - (x - 3)(x + 4) = (x - 2)(x - 3)$.

20. 4. Draw in the same diagram the graphs

$$y = x^2 + x + 1$$
$$y = 2\tfrac{1}{4} - x,$$

between the limits $x = -3$ and $x = 1$, taking an inch as the unit.

Find from your diagram the co-ordinates of the points common to both curves, and verify your result by solving the equation

$$x^2 + x + 1 = 2\tfrac{1}{4} - x.$$

Answer TWO *questions out of the following five.*

15. 5. There are two numbers whose sum is 125. Also $\frac{3}{4}$ of the one number exceeds $\frac{4}{5}$ of the other by 13. Find the numbers.

15. 6. If 12 eggs cost x pence, and if at the same rate y eggs are bought for one shilling, find the relation between x and y.

Express this relation by means of a curve on squared paper, between the limits $x = 4$ and $x = 36$, taking one-tenth of an inch as the unit.

15. 7. Find the remainder when

$$x^4 + 4x^3 + ax + b$$

is divided by

$$x^2 + 2x + 3.$$

and hence find the values of a and b, which make

$$x^4 + 4x^3 + ax + b$$

a multiple of

$$x^2 + 2x + 3.$$

15. 8. A has a pounds b shillings and c pence, B has c pounds b shillings and a pence. If c be less than a, a be less than 12, and b be less than 20, find how much money A has more than B, expressing it in pounds, shillings, and pence.

15. 9. Prove that the sum of the three fractions

$$\frac{b - c}{1 + bc}, \quad \frac{c - a}{1 + ca}, \quad \frac{a - b}{1 + ab}$$

is equal to their product.

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MATHEMATICS.

LOWER GRADE.—III.

Thursday, 22nd June.—2 P.M. to 3 P.M.

10. Marks are given for neatness, arrangement, and style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

15. 1. Find the prime factors of 193545 and 417384.

Hence write down their greatest common factor as a product of prime numbers, and find its value.

15. 2. Simplify

(1) $\left(\frac{3}{7}+\frac{11}{15}-\frac{22}{35}\right) \div \left(\frac{26}{45}-\frac{34}{63}\right)$,

(2) $\frac{\cdot 4 - \cdot 004}{1 - \cdot 99375} \div \frac{52 \cdot 8}{5 \cdot 375}$, expressing the answer as a decimal.

15. 3. A room is 15 metres long and 9·8 metres broad, and its floor is to be made of planks 2·5 metres long and 20 centimetres broad. How many planks will be required?

15. 4. A fortification contains 16800 men and is provisioned for seven months. After three months' siege 5600 men break through the enemy's ranks: for how much longer than the seven months will the provisions last?

15. 5. If 5 per cent be gained by selling an article for 18s. $4\frac{1}{2}d.$, at what price should it have been sold in order to have gained 10 per cent.?

15. 6. The area of a page of foolscap paper is ·733 of a square foot. If the breadth of a page be 8·168 inches, find the length in inches correct to three decimal places, without unnecessary calculation.

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MATHEMATICS.

HIGHER GRADE.—I.

Wednesday, 21st June.—11 A.M. to 1 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. Marks are given for neatness and good style. All the figures should be accurately drawn.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

15. 1. ABC is a triangle, right-angled at C. On AB, towards the same side as C, the square $ABDE$ is described. A straight line is drawn through E parallel to AC; from A and D, AH and DG are drawn perpendicular to this line; and from D, DF is drawn perpendicular to BC, produced if necessary. Prove that the square $ABDE$ is equal to the figure $ACFDGH$ and that this figure can be divided into two squares whose sides are equal to AC and BC.

15. 2. Draw a straight line AB 6 centimetres in length, and divide it in H so that the rectangle $AB.HB = AH^2$. Give construction and proof.

Measure AH, HB as accurately as you can, and verify arithmetically whether your construction has given the required result.

15 3. AB is a chord of a circle which is produced to P, and PT is the tangent from P, prove that $PT^2 = AP.\ BP$.

Find a point G in the base EF of a triangle DEF such that $DE^2 = EF.EG$.

15. 4. If the vertical angle A of a triangle ABC be bisected internally and externally by straight lines cutting the base in the points D and E respectively, prove that the ratios $BD : DC$ and $BE : CE$ are each equal to the ratio $AB : AC$.

If O be the mid point of BC, prove that $OD.OE = OB^2$.

Answer TWO *questions out of the following five.*

15. 5. Construct an equilateral triangle with each side 4 inches long. Construct (without proof) a square equal in area to the triangle.

Show that the area of the triangle is equal to $4\sqrt{3}$ square inches and hence find $\sqrt{3}$ correct to one decimal place by measurement from your figure.

15 6. Draw a rhombus $ABCD$, each side measuring one inch in length. Divide each side into four equal parts, and name the points of section taken round the figure $A, E, F, G, B, H, J, K, C, L, M, N, D, P, Q, R$. Join $AN, EM, FL, GC, RH, QJ, PK$.

Prove that this figure enables you to measure distances less than an inch expressed in sixteenths of an inch, and show how to find in your figure lines equal to $\frac{5}{16}$ and $\frac{11}{16}$ of an inch.

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15. 7. A triangle ABC being given, inscribe a square in it, so that one side of the square may lie on BC, and a vertex on each of the sides AB and CA.

If x be the length of the side of this square, a the length of BC, and p the perpendicular on BC from A, prove that

$$x = \frac{ap}{a+p}.$$

15. 8. A, B, C, D are any four points in space, prove that the straight line which joins the mid point of AB to the mid point of CD intersects the straight line which joins the mid point of AC to the mid point of BD, and that both lines are bisected at their point of intersection.

Show that the straight line joining the mid points of BC and AD is also bisected at that point.

15. 9. Prove that the volume of a tetrahedron is $\frac{1}{3}$ the volume of a prism on the same base and with the same height.

MATHEMATICS.

HIGHER GRADE—II.

Wednesday, 21st June.—2 P.M. to 4 P.M.

10 Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the remaining five questions. Marks are given for neatness and good style.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four place logarithmic tables are provided.

15. 1. The straight lines A and B give the length and breadth of a rectangle; measure these lines correct to the nearest millimetre and find the area of the rectangle in square centimetres.

If your measurements do not differ from the true measurement by more than half a millimetre, show that the error in your result is less than one square centimetre.

A _____

B _____

15. 2. Simplify

(1) $\frac{b+c}{bc}(b^2+c^2-a^2)+\frac{c+a}{ca}(c^2+a^2-b^2)+\frac{a+b}{ab}(a^2+b^2-c^2)$

(2) $\frac{(1-10x+5x^2)^2+x(5-10x+x^2)^2}{(1+2x+x^4)^2}$

(3) $\frac{1+x^{15}}{(1+x)(1-x+x^2)(1-x+x^4-x^5+x^6)}$

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15. 3. Draw the graphs

$$y = \frac{4}{x}, \quad y = x + 1,$$

from $x = -4$ to $x = +4$;

and find the co-ordinates of their points of intersection correct to two decimal places, (1) by measurement from your figure, (2) by calculation.

15. 4. Prove that the arithmetical mean of two positive quantities is greater than their geometric mean.

The sum of four numbers in geometric progression is 60, and the arithmetic mean of the first and last is 18; find the numbers.

Answer TWO *of the following questions.*

15. 5. A. rides from P to Q on his bicycle in 2 hours 40 minutes; B. goes by train in 2 hours 48 minutes. If the average rate of the train be 5 miles an hour quicker than that of the bicycle, but the length of the journey by train 16 miles greater than that by bicycle, find both rates and distances.

15. 6. (1) Solve the equation

$$x + \frac{1}{x} = 3,$$

finding both values of x correct to two decimal places, and verifying your solutions.

(2) Solve the simultaneous equations

$$\frac{y + z - x}{2} = \frac{z + x - y}{3} = \frac{x + y - z}{5},$$

$$x^2 + y^2 + z^2 = 138.$$

15. 7. Prove that

$$\log a^m = m \log a,$$

and that

$$\log \sqrt[n]{a} = \frac{1}{n} \log a.$$

Use the table of logarithms to find the approximate values of

(1) $143{\cdot}5 \times 6{\cdot}714$,

(2) $\sqrt[3]{41{\cdot}38 \times (.01674)^4}$.

15. 8. Express

$$4x^8 + 17x^4y^4 + 4y^8$$

as a product of 4 factors, and employ the result to find the factors of 400170004.

15. 9. If a, b, c be three given numbers, find an expression for x in terms of a, b, c, such that

$$a + x, \quad b + x, \quad c + x$$

may be in harmonic progression.

Verify your result when

$$a = 1, \quad b = 2, \quad c = 4.$$

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MATHEMATICS

HIGHER GRADE.—III.

Thursday, 22nd June.—2 P.M. to 4 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. Marks are given for neatness and good style. All the figures should be accurately drawn.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place logarithmic tables are provided.

15. 1. Draw the graph of $\sin\theta + \cos\theta$, from $\theta = 0$ to $\theta = 180°$.

Find from your figure the approximate values of θ in which $\sin\theta + \cos\theta = 1{\cdot}2$.

15. 2. If A and B are each less than 45°, prove geometrically that $\cos A + \cos B = 2\cos\frac{1}{2}(A+B)\cos\frac{1}{2}(A-B)$.

Prove that

$$\cos A + \cos(A + 120°) + \cos(A + 240°) = 0.$$

15. 3. Write down the expression for $\cos A$ in terms of the sides of the triangle ABC, and deduce the expression for $\sin\frac{A}{2}$.

If $$a = 8,\ b = 9,\ c = 10,$$

find all the angles of the triangle to the nearest minute with the help of the table of logarithms.

15. 4. From a point A in a straight road AB two objects, P and Q, in a plane through AB are observed, such that

$$\angle PAB = 45°\ 30',\ QAB = 27°\ 10'.$$

The observer now walks along the road in the direction of B, until he reaches a point C, whence P and Q appear in the same straight line. If AC be 125 yards, and

$$PCA = 52°\ 45',$$

find the length of PQ to the nearest yard by the help of the tables.

Answer TWO *questions out of the following five.*

15. 5. Find three values of $\cos A$ which satisfy the equation

$$3\sin A\sin 2A + \cos 2A = 1$$

Having given that A is an acute angle, use the corresponding value of $\cos A$ to construct the angle, and measure the angle to the nearest degree.

Verify your result by means of the table.

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15. 6. Show that in every triangle ABC

(1) $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} = 2R$,

where R is the radius of the circumscribing circle;

(2) $\cos A = \frac{b^2 + c^2 - a^2}{\sin 2bc}$.

Hence prove that

$$\frac{a^2(b^2 + c^2 - a^2)}{\sin 2A} = \frac{b^2(c^2 + a^2 - b^2)}{\sin 2B} = \frac{c^2(a^2 + b^2 - c^2)}{\sin 2C}$$

15. 7. If in the triangle ABC

$$c = 74, \quad b = 56, \quad B = 35° 15',$$

find both values of A and the smaller value of a with the help of the tables.

15. 8. The side of a regular 12-sided polygon inscribed in a circle is one inch in length; employ any method you choose to find the radius of the circle to two decimal places.

15. 9. Find (1) the cosine of the angle between the side and the diagonal of a cube, (2) the cosine of the angle between two faces of a regular tetrahedron.

ALGEBRA.

HONOURS GRADE.

Wednesday, 21st June.—11 A.M. to 12.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, arrangement, and style.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. If n be a whole number, such that both $3n + 1$ and $7n + 1$ are square numbers, prove that n must be a multiple of 5.

15. 2. Explain the meaning of mathematical induction.

Prove by induction, or otherwise, that

$$1 + n + \frac{n(n+1)}{1 \cdot 2} + \frac{n(n+1)(n+2)}{1 \cdot 2 \cdot 3} + \ldots + \frac{n(n+1)\ldots(n+r-1)}{1 \cdot 2 \ldots r} = \frac{(n+1)(n+2)\ldots(n+r)}{1 \cdot 2 \ldots r}.$$

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15. 3. Prove the Binomial Theorem for a positive integral index.

If $(1+x)^n = 1 + a_1x + a_2x^2 + \ldots + a_nx^n$,
and $(1+x)^{n+1} = 1 + b_1x + b_2x^2 + \ldots + b_nx^n + b_{n+1}x^{n+1}$,
prove that $b_r = a_r + a_{r-1}$,
and that $a_r = b_r - b_{r-1} + b_{r-2} - \ldots + (-1)^r$.

Alternative Questions.

15. 4*a*. Solve the equations

(1) $\begin{cases} \frac{1}{x} + \frac{1}{y} + \frac{1}{z} = a + b + c, \\ \frac{1}{a}\left(\frac{1}{y} + \frac{1}{z}\right) = \frac{1}{b}\left(\frac{1}{z} + \frac{1}{x}\right) = \frac{1}{c}\left(\frac{1}{x} + \frac{1}{y}\right); \end{cases}$

(2) $\begin{cases} x^2 + xy + y^2 = 111, \\ x^2 - 2y^2 = 98; \end{cases}$

(3) $\frac{x^3 + 3ax^2 + 2a^2x + 5a^3}{x^3 + 6ax^2 + 4a^2x + 2a^3} = \frac{x^3 - 3ax^2 - 2a^2x + 5a^3}{x^3 - 6ax^2 \quad 4a^2x + 2a^3}$

Or,

15. 4*b*. (1) If

$$x = by + cz,$$
$$y = cz + ax,$$
$$z = ax + by$$

prove that

$$\frac{1}{1+a} + \frac{1}{1+b} + \frac{1}{1+c} = 2.$$

(2) Prove that $m^{2n+1} + (m-1)^{n+2}$ is a multiple of $m^2 - m + 1$.

15. 5*a*. If $f(x)$ be a rational integral function of x, which vanishes when $x = a + bi$, where $i^2 + 1 = 0$, prove that $f(x)$ also vanishes where $x = a - bi$.

Find all the linear factors of $x^4 - 5x^3 - 4x + 30$, having given that $x - 2 - i$ is one factor.

Or,

15. 5*b*. State the form of the expression to which a rational proper fraction

$$\frac{f(x)}{(x+a)(x+b)^m(x^2+cx+d)^n}$$

must be equated in order to bring it to a sum of partial fractions.

Express

$$\frac{x^3 + x + 2}{(x^2 + x + 1)(x+1)^3}$$

as a sum of partial fractions.

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15. 6*a*. Explain what is meant by a recurring series.

Find the scale of relation, the sum of n terms, and, where possible, the sum to infinity of the series

$$1 + 2x + x^2 - 4x^3 - \ldots$$

Sum the series

$$1 \cdot 2 \cdot 3 + 2 \cdot 3 \cdot 4 + \ldots + n(n+1)(n+2).$$

Or,

15. 6*b*. Draw in one figure the graphs

$$y = x - 2,$$

$$y = \frac{(2x-1)(x-1)}{2x+1},$$

and show that they cannot have a common point at a finite distance from the origin.

Find another straight line in your diagram which cannot cut the second graph at a finite distance from the origin.

GEOMETRY.

HONOURS GRADE.

Wednesday, 21st June.—2 P.M. to 4 P.M

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. If from any point in the plane ABC perpendiculars be drawn to BC, CA, AB, meeting them in L, M, N respectively, prove that $BL^2 + CM^2 + AN^2 = CL^2 + AM^2 + BN^2$.

Enunciate and prove the converse proposition.

If the escribed circles of a triangle touch the sides (not produced) in the points D, E, F, prove that the perpendiculars drawn to the sides at these points are concurrent.

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15. 2. Define the radical axis of two circles. Prove that the three radical axes of three circles taken together meet in a point.

From a given point O a straight line is drawn to a variable point P on a fixed circle ABC; on OP as diameter a circle is described; if the tangent to this circle at O meet the radical axis of the two circles at Q, find the locus of Q.

15. 3. OA, OB, OC are adjacent edges of a rectangular block of which OD is a diagonal, prove that OD passes through the centroid of ABC.

Calculate the area of the triangle ABC in terms of OA, OB, OC (x, y, z).

Alternative Questions.

15. 4*a*. Enunciate and prove Menelaus' theorem.

(L, L'), (M, M'), (N, N') are pairs of points on BC, CA, AB such that $LB = CL'$, $MC = AM'$, $NA = BN'$; if L, M, N lie in a straight line, prove that L', M', N' also lie in a straight line.

Or

15. 4*b*. Prove that if a straight line be divided into two parts, the rectangle contained by the two parts is a maximum when the parts are equal.

ABC is a triangle and P is a point in BC; from P parallels PQ, PR are drawn to BA, CA, meeting AC, AB, in Q, R; find the position of P which corresponds to the maximum area of the parallelogram $PQAR$.

15. 5*a*. If A, B be harmonic conjugates with respect to C, D, prove that C, D are harmonic conjugates with respect to A, B.

Prove that each diagonal of a complete quadrilateral is divided harmonically by the other diagonals.

Or

15. 5*b*. Prove that the inverse of a circle is either a straight line or a circle, according to the position of the centre of inversion.

Two unequal circles being given, find the locus of the centre of inversion in order that each circle may be inverted into a circle equal in area to the other circle.

15. 6*a*. Define pole and polar.

A is a fixed point and O is a fixed circle, find two points B and C, such that the triangle ABC may be self-conjugate; that is, that each vertex may be the pole of the opposite side.

If PQR be a self-conjugate triangle, find the centre and radius of the circle with respect to which it is self-conjugate.

Or

15. 6*b*. ABC is a triangle, P is any point in AB, and a point Q is taken in AC such that $CQ = BP$; prove that the radical axis of the circles circumscribing the triangles ABC, APQ is a fixed line through A.

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TRIGONOMETRY AND LOGARITHMS.

HONOURS GRADE.

Thursday, 22nd June.—2 P.M. to 3.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

1. Explain some method by which the height and distance of an
10. inaccessible mountain top can be found, assuming that two places of observation of known positions and in the same vertical plane as the summit can be obtained.

If A, B, C, D be four points in a plane, and $AB = 8745$ feet, $\angle DAB = 36° 10'$, $\angle DBA = 51° 25'$, $\angle CAD = 58° 40'$, $\angle ACD = 84° 17'$, find CD by the help of the logarithmic tables.

20. 2. Draw the graphs

(1) $y = \sin 2x$, (2) $y = \sin x \cos 2x$, from $x = 0$ to $x = \pi$;

using the values of sines and cosines given in the tables if you find it convenient to do so.

From your drawing find an approximate solution to the equation $\sin x = \tan 2x$.

Verify your solution by solving the equation in the ordinary way so as find $\cos x$, and then referring to the table of cosines.

15. 3. Find the limits between which x must lie in order that the equation

$$\sin \theta = \frac{x^2 + 4}{5x}$$

may give real values of θ.

When this condition is satisfied, find the limits between which those real values of θ must lie.

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Alternative Questions.

4*a*. (1) If $\sin A = \sin^2 B$, prove that

$$4(\cos 2A - \cos 2B) = 1 - \cos 4B.$$

(2) Prove that

$$\frac{\sec \alpha + \sec \beta + \tan \alpha - \tan \beta}{\sec \alpha + \sec \beta - \tan \alpha + \tan \beta} = \tan \tfrac{1}{4}(\pi + 2\alpha) \cot \tfrac{1}{4}(\pi + 2\beta).$$

Or

4*b*. Prove that

$$\sin^{-1}(\sin\theta \sqrt{2}) + \sin^{-1}\sqrt{\cos 2\theta} = \frac{\pi}{2},$$ all the angles being acute.

(2) If

$$x = \cos\theta + \cos\phi, \quad y = \sin\theta + \sin\phi,$$

Prove that

$$\frac{1}{x}\cos\tfrac{1}{2}(\theta + \phi) = \frac{1}{y}\sin\tfrac{1}{2}(\theta + \phi) = \frac{2}{x^2 + y^2}\cos\tfrac{1}{2}(\theta - \phi).$$

5

5*a*. State De Moivre's theorem, and use it to prove that

$$\cos n\theta = \cos^n\theta \left\{ 1 - \frac{n(n-1)}{1 \cdot 2}\tan^2\theta + \frac{n(n-1)(n-2)(n-3)}{1 \cdot 2 \cdot 3 \cdot 4}\tan^4\theta - \ldots \right\}$$

What is the corresponding expression for $\sin n\theta$?

Use these expressions to find $\tan 6\theta$ in terms of $\tan\theta$

Or

15

5*b*. Obtain the expansion of $\cos\theta$ in powers of θ, and write down the corresponding expansion of $\sin\theta$.

Use these expansions to prove that

$$\tan\theta = \theta + \tfrac{1}{3}\theta^3,$$

where θ is so small that powers higher than the fourth may be neglected, and hence find $\tan 10^\circ$ correct to 4 places.

15

6*a*. Find the area of a quadrilateral in terms of its sides and of the sum of two opposite angles.

From your result show that if the sides of a quadrilateral are given, its area is greatest when it can be inscribed in a circle.

Or,

15.

6*b*. A, B, C are 3 points in a straight line, such that $BC = 3AB$, and P is a point outside the line, such that $\angle PCB = 2\angle PBC$;

prove that $PA = PC + \frac{1}{2}AC$.

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ELEMENTS OF DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Tuesday, 27th June.—2 P.M. to 3.30 P.M.

9. *All the steps of the proofs must be given*, and the work of the calculations should be shown in full. Additional marks will be given for neatness, good style, and accurately drawn figures.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

13. 1. Define Velocity and Relative Velocity.

A steamer sails in an hour from A to B, a distance of 12 miles. It is foumd that, in order to so, the engine must work at a rate which would give a velocity of 13 miles an hour in still water, and that this is due to a current at right angles to AB. Find the velocity of the current and the tangent of the angle which the ship's velocity relative to the water makes with the line AB.

13. 2. Explain what is meant by uniform acceleration in the case of a body moving in a straight line.

A railway train starts from rest with an acceleration of 3 miles an hour per minute and keeps up this acceleration for 10 minutes. What speed in miles per hour has it at the end of the 10 minutes, and how many miles does it travel during the 10 minutes?

13. 3. A particle is projected upwards with a velocity of 144 feet per second. Show that its position at the end of the 4th second is the same as its position at the end of the 5th second. ($g=32$.)

Show also that its velocities at those instants are equal in magnitude, but opposite in direction.

13. 4. Enunciate the Parallelogram of Forces, and describe any experiment for verifying it.

A chain supports a ring to which are attached 2 chains (whose weight may be disregarded), each 17 feet in length and terminating in a hook. If a beam, 30 feet in length and 16 cwt. in weight, have the two hooks fastened to its ends so that it is suspended in a horizontal position, find the tension of each chain.

13. 5. Find the centre of gravity of a triangular lamina.

O is the centre of a square $ABCD$, each side of which is one foot long. If the triangle OAB be removed, find the centre of gravity of the remainder.

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13. 6. What is meant by the pressure at a point in a fluid? Prove that it is equal in all directions.

Find correct to one decimal place the pressure in pounds per quare foot at a depth of 45 feet in water, assuming that the pressure of the atmosphere on the surface of the water is 14 lbs. on the square inch, and that a cubic foot of water weighs $62\frac{1}{2}$ lbs.

13. 7. Why do some bodies float in water while others sink?

Two bodies A and B weigh 4 and 5 lbs. respectively. When A is suspended in water by a string the tension of the string is 3 lbs. When A and B are tied together and suspended in water, the tension is 2 lbs. Find the specific gravities of A and B.

HIGHER DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(Honours.)

Tuesday, 27th, June—2 P.M. 3.30 P.M.

All the steps of the proofs must be given, and the work of the calculations should be shewn in full.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

10. 1. Define the velocity and the acceleration of a moving point.

The velocity of a point changes from 20 miles per hour northwards to 40 miles per hours eastwards in 5 minutes under acceleration constant in magnitude and direction. Express the magnitude of the acceleration in foot-second units correct to two decimal places, and indicate its direction by a diagram.

15. 2. Find the condition that three forces acting on a rigid body may be in equilibrium.

A uniform heavy rod is suspended by two thin strings attached to the ends. If the directions of the strings form a right angle with each other, prove that each string bisects the angle which the rod makes with a vertical line through its extremity.

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20. 3. Define work and explain the meaning of foot-pound and horse power

A heavy express train has a mass of 400 tons. If the resistance to be overcome on the level be 10 pounds per ton, and the maximum speed with which the engine can draw the train on the level be 75 miles an hour, what is the horse-power of the engine.

Find also the greatest rate at which the engine can draw the train up an incline of one in a hundred.

Alternative Questions.

15. 4*a*. A system of n heavy moveable pulleys, in which each pulley is supported by a string, one end of which is fastened to a fixed beam and the other to the next pulley, supports a weight W, the last string passing round a fixed pulley and the applied force P acting downwards. If w be the weight of each movable pulley, find the relation between P W, and w.

Show that the resultant force acting on the beam is

$$(2^n + 1)\,P - (2^n - n - 1)\,w.$$

Or

15. 4*b*. Find the centre of mass of a plane triangle.

$ABCD$ is a quadrilateral whose diagonals meet in O; P is the mid point of BD, and Q is the mid point of AC; if the parallelogram $POQR$ be completed, prove that the centre of mass of triangle PQR is also the centre of mass of $ABCD$.

15. 5*a*. Define the centre of pressure of a plane area exposed to fluid pressure.

Prove that the centre of pressure of an area inclined to the verticle and immersed in a homogeneous liquid is vertically below the centre of mass of the volume enclosed by the area, the surface of the liquid, and vertical lines drawn through the perimeter of the area.

Find the centre of pressure of a triangle one of whose sides is in the surface of a homogeneous liquid, and whose third vertex is sunk beneath that surface.

Or

15. 5*b*. Describe the construction and use of the mercurial barometer.

When the true barometic height is 29·6 inches, that given by a barometer which contains some air is 29·3 inches. If the space above the mercury be 1·4 cubic inches, find correct to 3 decimal places how many cubic inches the air in it would occupy at the atmospheric pressure.

15. 6*a*. Find the time of descent of a heavy particle on a smooth inclined plane.

From a fixed point A, particles are allowed to slide down smooth rods AB, AC, AD, to a horizontal plane, prove that the times of descent are proportional to the lengths of the rods.

15. *Or*

6*b*. Prove that the path of a projectile *in vacuo* is a parabola.

If a projectile leave a given point with a given velocity, find the locus of the focus of the parabola which its describes

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GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 27th June.—4 P.M. to 5.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given. Preference will be given to proofs which depend on first principles, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

15. 1. Prove that the tangent to a parabola at P bisects the angle between SP and the diameter through P, S being the focus.

O is the centre of the inscribed circle of an equilateral triangle ABC; prove that a parabola passing through B and C, with O as its focus, has AB, AC as tangents.

15. 2. If TP, TQ be tangents to a parabola prove that the angles TSP, TSQ are equal.

If M be the foot of the perpendicular from P to the directrix, and K, L be any two points on TP, prove that the angles KSL, KML are equal.

15. 3. PQ is a chord of a parabola, and PM, QN are perpendiculars drawn to the directrix MN; prove that a straight line drawn through the focus at right angles to PQ bisects MN.

Hence, or otherwise, show that the mid points of all parallel chords of a parabola lie on a straight line parallel to the axis.

15. 4. Define an ellipse by its focus and directrix properly, and deduce that an ellipse has two foci and two directrices.

Prove that in the ellipse $CA^2 = CS.\ CX$.

15. 5. Prove that in any conic if the normal at P meet the axis at G, the ratio SG to SP is constant for all positions of P.

If a straight line through P parallel to the axis meet the directrices in M and N, prove that the angles PSM, PHN are supplementary, where S, H are the foci.

15. 6. If A, B, C be three given points, prove that two conics can be drawn through C which have A and B as foci, and that these conics intersect at right angles.

If A, B be two given points and DE a given straight line, prove that only one conic can be drawn having A, B as foci and DE as a tangent, and show how to determine whether the conic is an ellipse or a hyperbola.

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ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 27th June.—12 Noon to 1.30 P.M.

10. *All the steps of the proofs must be given.* Additional marks will be given for neatness, good style, and accurately drawn figures.

The co-ordinate axes may be assumed to be rectangular.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

15. 1. Find an expression for the distance between the points (x_1, y_1), (x_2, y_2). Employ your result to find the co-ordinates of the centre of a circle, which passes through the points (9, 3), (8, 6), and has a radius of 5 units.

15 2. Prove geometrically that $y = mx + c$ represents a straight line.

Investigate the meaning of the constants in the equations

$$\frac{x}{a} + \frac{y}{b} = 1,$$

$$x \cos \alpha + y \sin \alpha = p.$$

15. 3. Find the equation of the straight line OP which passes through the origin and also through P the point of intersection of the lines $3x - y = 2$, $4y - 2x = 3$.

Write down the equation of the straight line through the origin at right angles to OP and find the co-ordinates of the points in which it intersects the given lines.

15 4. Prove that $x^2 + y^2 + ax + by + c = 0$ represents a circle.

Find the equations of the common chords (or radical axes) of the three circles

$$x^2 + y^2 + 4x + 6y + 4 = 0,$$
$$x^2 + y^2 - 4x - 4y - 1 = 0,$$
$$x^2 + y^2 + 6x - 4y - 3 = 0,$$

and prove that they are concurrent.

15. 5. Investigate the condition that the circles

$$x^2 + y^2 + 2ax + 2by = c^2,\ x^2 + y^2 + 2px + 2qy = r^2$$

cut each other at right angles.

15. 6. Obtain the condition that the straight line $y = mx$ may meet the circle $x^2 + y^2 + 2ax + 2by + c^2 = 0$ in two coincident points.

Form the equations to the circles which touch both axes and pass through the point (4, 2).

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VALUE.

BOOK-KEEPING.

Friday, 23rd June.—2 P.M. to 4.30 P.M.

25. *Marks are given for writing, ruling and style.*

90. 1. On 1st March, 1905, Wylie Brothers' Balance Sheet showed the following balances :—

	£ s. d.	£ s. d.
Cash	5 12 3	
Bank	74 7 9	
Tea	890 0 0	
Coffee	530 0 0	
John Wylie—Capital Account		1,000 0 0
Robert Wylie— Do.		500 0 0
	£1,500 0 0	1,500 0 0

The following were their transactions :—

1905.		£	s.	d.
March 2.	Sold to Robinson & Sons :—			
	Tea invoiced at	426	8	0
	Coffee do.	135	7	0
,, 5	Cash drawn from Bank	20	0	0
,, 15.	Purchased from Lindsay and Law :—			
	Tea invoiced at	692	0	0
	Coffee do.	273	10	0
,, 23.	Received from Robertson & Sons and lodged in Bank	533	13	3
,, ,,	Discount allowed to them	28	1	9
April 15.	Purchased Coffee for cash	17	6	6
,, 20.	Sold to R. Simpson :—			
	Tea invoiced at	54	5	6
	Coffee do.	25	14	6
,, 27.	Received R. Simpson's acceptance at 3 m/d. for	80	0	0
,, 28.	Discounted same and lodged proceeds in Bank	78	15	0
May 7.	Sold Tea for cash	10	16	6
,, 15.	Paid Lindsay & Law (by cheque)	917	4	6
,, ,,	Discount allowed by them	48	5	6
,, 24.	Purchased from Lindsay & Law :—			
	Tea invoiced at	325	0	0
	Coffee do.	110	0	0
,, ,,	Accepted Lindsay & Law's bill at 2 m/d. for	200	0	0
,, 30.	Paid salaries and wages (by cheque)	82	10	0
,, 31.	Paid Trade Charges (by cheque)	25	0	0
,, ,,	,, ,, (in cash	1	3	9
,, ,,	Paid rent of premises for quarter to date (by cheque)	25	0	0

Stocks on hand at 31st May, 1905 :—

	£ s. d.
Tea valued at	1,689 0 0
Coffee valued at	796 10 0

Record the opening entries and the transactions in :—

Cash Book :
Invoice (or Goods bought) Book ;
Day (or Goods Sold) Book ;
Journal.

Post from these to a Ledger.

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Frame Profit and Loss Account for the quarter ending 31st May, 1905, and a Balance Sheet as at 31st May, 1905. The profit or loss is divisible, two-thirds to John Wylie and one-third to Robert Wylie.

Only entries not suitable for the other books are to be entered in the Journal.

The Ledger Accounts must all be closed and ruled off.

35 2. Frame the entries, with short explanatory narratives, required to record the following in Jones & Co.'s Journal.

			£	s.	d.
February	2.	Received from Gray & Sons account sales, for goods previously consigned to them, giving the following particulars :—			
		Goods realised - - - - - -	360	0	0
		Less : Expenses - - £ 9 10 0			
		Commission - - 18 0 0	27	10	0
			£332	10	0
,,	10.	To correct the following error discovered by the book-keeper to-day, that on 25th January last he had debited the sum of £30 to Trade Charges Account, whereas that sum had been drawn by John Jones, one of the partners, for private expenditure.			
June	1.	Received James Brown's acceptance at 1 m/d. for £100 to settle debt of that amount due by him.			
July	4.	James Brown failed to meet his acceptance.			
,,	5.	Received from him new acceptance at 3 m/d. for £101 10s. in exchange for his former acceptance and for 3 months' interest.			
October	7.	James Brown became bankrupt, and his estate was estimated to yield 10s. per £. Wrote off one-half of his debt.			

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COMMERCIAL ARITHMETIC.—FIRST PAPER.

Tuesday, 27th June.—9.30 A.M. to 10 A.M.

This paper will be taken up at the end of *half-an-hour*, when the other paper will be given out.

The sums are not to be copied out, and all the calculations required are to be performed mentally.

More importance will be attached to accuracy than to quickness.

Fill this in first { *Name of School*_____
*Name of Pupil*_____

12. 1. Add the following columns :—

£	s.	d.	yards	ft.	in.	tons	cwts.	qrs.	lbs.	oz.
427	3	10	31	2	11	14	10	1	11	6
78	11	6½	16	1	4	5	3	3	4	13
813	10	11	9	2	10	2	14	2	9	12
174	9	8¼	23	1	5	7	18	1	25	4
365	14	11	10	1	9	3	9	2	16	14
26	19	11¾	7	2	4	5	14	3	20	6
856	7	3	16	1	8	16	11	2	13	12
247	15	7½	8	0	6	5	3	0	7	10
139	8	4¼	14	2	2	2	10	2	14	5

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8. 2. Write down the values of—

$8\frac{3}{4}$ per cent. of £2,500	
$3\frac{5}{16}$ per cent. of €7,000	
4 per cent. of £76 5s.	
144 times $6\frac{3}{4}d.$	
365 times 2s. 4d.	
·0048 × ·0125	
4·78365 — ·08366	
51629 × 55	

3. 3. Express as a decimal of £1 corrected to the nearest figure in the third decimal place—

£4 17s. $8\frac{1}{4}d.$	
£1 9s. $11\frac{1}{2}d.$	
£3 14s. 7d.	

2. 4. Express in £ s. d. to the nearest farthing—

£2·716	
£4·325	

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COMMERCIAL ARITHMETIC.

Second Paper.

Tuesday, 27th June.—10 A.M. to 11.30 A.M.

All the working must be shown in its proper position in the answer, and the different steps of the calculation should be shortly indicated in words.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

7. Marks are given for neatness, arrangement, and style.

Algebraical symbols may be used if properly explained.

A table of four-place logarithms is provided.

6. 1. A grocer mixes teas worth 1*s.* 4*d.* 1*s.* 6*d.* 1*s.* 8*d.* per lb. in the proportion of 5, 4, and 3 ; find at what price per lb. he must sell the mixture so that he may make at least 25 per cent., taking the lowest exact number of pence which will allow this profit.

6. 2. If a cubic decimetre of water weigh a kilogramme, find the weight of water in grammes contained in a tank one metre long, 46·5 centimetres broad, and 23·5 centimetres deep.

8. 3. An English merchant buying French ribbon calculates that, for every 20 centimes per metre in the French price, the English price should be 21 pence per dozen yards. Adopting this rule, find the price per yard in English money to the nearest farthing corresponding to (1) 60 centimes per metre, (2) 2 francs 60 centimes per metre, (3) 1 franc 15 centimes per metre.

8. 4. Find the cost of the paper required for papering a room whose length, breadth, and height are respectively 19 feet, 16 feet and 11 feet, with paper 21 inches wide at 2*s.* 4*d.* per piece of 12 yards, allowing 80 square feet for doors, windows, wastage, &c.

14. 5. Explain what is meant by the present worth of a sum of money due at some future date.

Find to the nearest pound the present worth of £1000 due 3 years hence, if money be valued at $4\frac{1}{2}$ per cent. compound interest payable annually.

12. 6. A Danish 10-kroner piece weighs 4·48 grammes, of which $\frac{9}{10}$ is pure gold. If 1869 sovereigns be coined from 480 ounces of which $\frac{11}{12}$ is pure gold, and if three ounces be equal to 93·31 grammes, find to 2 decimal places the value of a sovereign in kroner, the metal with which the gold is combined being of no value in both cases.

14. 7. If the rate of exchange between London and Paris be 25·20 francs for £1, that between London and Berlin 20·50 marks for £1, and that between Berlin and Paris 81 marks for 100 francs, find how much a merchant would have to pay in order to remit 10,000 francs to Paris (1) directly, (2) *via* Berlin

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PART VI. OF APPENDIX.

THE ROYAL SCOTTISH MUSEUM, EDINBURGH.

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Report *for the year* 1905 *by* James J. Dobbie, Esq., D.Sc., F.R.S. *on* The Royal Scottish Museum.

31st December, 1905.

My Lords,

I have the honour to submit my Report on The Royal Scottish Museum for the year 1905.

It will be seen from the table of attendance given in the appendix that the number of visitors to the Museum continues to be highly satisfactory, and was for the year which has just closed, as for 1904, considerably in excess of the average of the previous five years. The large attendance on Sunday afternoons, when the Museum is open for three hours, shows how greatly even this limited privilege is appreciated by the public. It is also satisfactory to be able to report that the Sunday visitors evince an unmistakable interest in the contents of the Museum.

A very gratifying feature in the history of the Museum during the past year has been the unusual number of important gifts and bequests which it has received. These are referred to more particularly in connection with the reports of the keepers of the departments.

The special facilities afforded to groups of students visiting the Museum under the direction of teachers or instructors continue to be fully taken advantage of. It is impossible, however, to look for any considerable extension of the usefulness of the Museum in this direction under existing circumstances. To provide students with the further facilities which they require, an increase of space is needed to permit of a more scientific arrangement and classification of the collections. It is also essential that provision be made for the accommodation of those who wish to make a closer study of the specimens than is possible in the public galleries. At present there is no lecture or student's room in the Museum such as forms part of the arrangements of the British Museum, the Victoria and Albert Museum, and indeed of nearly every public museum of importance. Such accommodation is the more necessary in the Edinburgh Museum, as the open structure of the building renders serious study in the exhibition halls and galleries impossible when many visitors are present.

Additional space is also greatly required for temporary exhibitions. Even with the present restricted accommodation a number of exhibitions of this kind have been held in the Museum in recent years, and have proved valuable to the public One of these, held in the early part of the year, consiste. of a series of drawings by pupils of American schools, and aroused a large amount of interest amongst those connected with art education. But to make place for it, it was necessary, as on former occasions, to withdraw temporarily from exhibition

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part of the permanent collections of the Museum, a step which caused grave inconvenience to a section of our visitors who are in the habit of consulting the collections thus displaced. No further steps have been taken to remove the buildings whose close proximity, as I indicated in my last Report, is a constant menace to the safety of the Museum. This is the more to be regretted as the ground which these buildings occupy is urgently required for the purposes referred to above.

Some important improvements of the Museum fabric were undertaken by H.M. Office of Works in the course of the year. The re-flooring of the galleries with oak has been carried a stage further, a great part of the floor of the upper gallery being now re-laid. A new system of glazing the large spans of the roof has been introduced, and is rapidly being extended to the whole of the building. The roof is almost entirely of glass and the methods of glazing heretofore adopted have failed to make it water-tight, with the result that parts of the building have been exposed to risk of serious damage during periods of severe or protracted rain. The system now employed is strongly recommended as an effective protection, and the part of the roof to which it has been applied so far has remained watertight. A very useful improvement has also been effected in the lower engineers' workshop. The massive stone piers have been replaced by iron pillars, the additional light and space thus obtained greatly facilitating the working of the machines.

I have brought under the notice of H.M. Office of Works the urgent necessity for some more satisfactory method of ventilating the whole building, and I understand that this as well as the better lighting of the first gallery are matters which are now engaging their attention.

I submit herewith the Reports of the keepers of the several departments.

In the Natural History Department Dr. Traquair reports that further progress has been made with the rearrangement of the general collection of shells of mollusca. An improved and extended series of *Lepidoptera Heterocera* is being selected for exhibition, and the zoological type collection has been enlarged and extended by the addition of dissections from most of the great divisions of the animal kingdom.

The donations made to the Natural History Department in he course of the year have been of unusual importance, and include, besides many individual objects, a fine group of Antarctic seals, representing nearly all the known species, presented by Mr. Bruce, the leader of the Scottish Antarctic Expedition (1903–1904); the valuable collection of shells formed by the late General Blair, V.C., C.B., sometime Governor of Aden, and Mrs. Blair, presented by Miss Blair, Pavilion, Melrose; a collection of exotic *Lepidoptera*, for which the Museum is indebted to Sir Thomas D. Gibson-Carmichael, Bart.; and another of British *Hymenoptera* the gift of Mr. A. J. Carter.

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Dr. Traquair makes special reference to an interesting collection of zoological specimens from Fair Isle, including several very rare birds, formed by Mr. W. Eagle Clarke, assistant keeper, during a visit to the island last September. This collection will provide several important additions to the Hall of British Zoology.

In his report on the Art and Ethnographical Department Mr. Vallance also refers to the unusually large number of gifts and loans received during the year. It is interesting and satisfactory to note that while the names of several donors appear for the first time, the interest of those who in past years have given liberally to the collections in this department continues undiminished. Sir Thomas D. Gibson-Carmichael has this year provided us with several specimens of ivory and metal work of periods hitherto unrepresented in the Museum, and his loan collection of over 200 pieces of wrought iron, embracing examples from the 14th to the 19th centuries, affords an exceptional opportunity to the designers in this material who make use of the Museum collections.

Gifts to the permanent collections, of wrought iron by M. Heilbronner of Paris, of old Venetian glass by Mr. Davis, London, and of a fine piece of Rhodian ware and two bronze bowls from Mosül by Mr. P. H. Pfungst, London, all make noteworthy additions to the Art Department.

I have also gratefully to acknowledge the gift, and the kind offices in this matter of the Director of the Victoria and Albert Museum, of 22 Indian weapons by Mr. George Dundas Turnbull, Chelsea.

Of the additions to the collections illustrative of the arts of the Far East, the most important is the collection acquired from Major Ottley of 34th Sikh Pioneers, who was on active service with the Expedition to Lhasa in 1904. One of the most striking objects in this collection is a Tibetan costume made of pieces of bone elaborately carved which was used in certain primitive necromantic rites, and which, apart from its ethnographical interest, is a remarkable work of art. It is said to be the only complete specimen of its kind brought out of the country. After the acquisition of his collection by the Museum, Major Ottley presented a superb brass Chorten or relic holder, also from Tibet.

The loan from Messrs. Glen, Edinburgh, of 35 European musical instruments of various dates, provides a fairly full collection of a kind new to the Museum. Most of the articles included in the loan were gathered together by the late Mr. Robert Glen, who was a well-known authority on this subject. These specimens have been arranged in series with the musical instruments of savage peoples with a view to illustrating the development of modern stringed instruments from their primitive beginnings.

In the month of December I received intimation that the late Rev. J. A. Dunbar-Dunbar, of Sea-Park and Kinloss, had bequeathed his large and valuable collection of postage stamps to the Museum. The collection, which consists of more than 18,000 specimens, is now being arranged for exhibition.

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Dr. Galt reports satisfactory progress in all sections of the Department under his charge. The most notable addition to the Machinery Hall is a complete working model of a compound paddle engine made in the Museum Workshops. This model has been arranged so that it can be set in motion by the visitor. The public interest in the new method of marine propulsion has been met by the purchase of a Parsons' turbine, which is being sectioned and prepared for exhibition. In the meantime a small turbo-generator, lent by Messrs. C. A. Parsons & Co., attracts a large amount of attention. A model of Cugnot's steam car, one of the earliest known examples of a self-propelled road vehicle, has recently been added to this section. Considerable additions have also been made to the collection which is being brought together to show on a larger scale the details of the complex models in the hall.

In the Mining and Metallurgical Hall the scheme for illustrating fully the most modern methods of coal mining practised in this country has been advanced by the acquisition of a model of a vertical section of a pit shaft, and of several models showing the arrangement of pumps and other details on a larger scale. In this connection valuable assistance has been rendered by Mr. C. D. Geddes, the officers of H.M. Geological Survey, and teachers who make use of the mining collections. A reference to the list will show that a large number of gifts have also come to this Department in the course of the year.

In the Scottish Mineral Hall Mr. Goodchild has continued the work of revising the descriptive labels and figuring the more remarkable crystal forms exemplified by the specimens under his charge. In revising the crystallography of the Scottish calcites, he has received much assistance from Dr. J. B. Mears, who has devoted special attention to this branch of study.

A valuable collection of polished agates has been bequeathed to the Museum by the late Mr. Miln, of Woodhill, and will be laid out in this hall under Mr. Goodchild's supervision.

The small collection of models illustrative of structural geology has been enriched by the addition of a magnificent model of the Assynt District, in the preparation of which Dr. Horne and Dr. Peach of H.M. Geological Survey have taken a very keen interest. I beg most gratefully to acknowledge my indebtedness to them in this matter. This model, as well as one of the Isle of Purbeck which has been acquired for the Museum, is a duplicate of a model prepared for the St. Louis Exhibition by the officers of H.M. Geological Survey.

A series of photographs illustrating various features of geological interest in the North-West Highlands of Scotland have been placed in the Gallery occupied by the collections of the Geological Survey side by side with the maps and specimens relating to the same areas. These photographs were prepared and enlarged from negatives kindly lent for the purpose by H.M. Geological Survey.

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The additions to the Library by donation and purchase, numbered 447 volumes, besides pamphlets. Among the donors were the Governments of France, Canada, Bengal, Bombay, Burma, and the United Provinces and Punjab; the authorities of the India Office, British Museum, and Meteorological Council, as well as a number of Societies and Museums in the United States of America, Mexico, Japan, Australia, South Africa, Holland, and the United Kingdom. The publications of H.M. Patent Office, the Specifications of American Patents, and a number of the new Ordnance Survey Maps of Scotland on the 6-inch scale, and of England and Ireland on the 1-inch scale, have been received. The number of tickets issued, giving free admission to the Library, was 309. As in preceding years, the total number of readers in 1905 exhibited a considerable increase.

I have the honour to be,

Your Lordships' obedient servant,

JAMES J. DOBBIE.

To the Right Honourable the Lords of the Committee of Council on Education in Scotland.

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APPENDIX.

Table of Attendance of Visitors, 1905.

Month.	Sundays.	Week-days.	Evenings.	Total.
January	9,870	27,609	14,753	52,232
February	8,259	13,658	11,210	33,127
March	7,377	14,600	12,226	34,203
April	8,136	20,877	13,902	42,915
May	3,801	14,308	11,993	30,102
June	3,186	14,800	6,310	24,296
July	5,573	24,232	10,904	40,709
August	5,212	28,415	11,821	45,448
September	5,983	19,853	12,665	38,501
October	7,345	16,899	9,611	33,855
November	5,679	12,886	10,372	28,937
December	9,056	17,236	10,778	37,070
Total.	79,477	225,373	136,545	441,395

Average annual attendance for last five years, 430,836.

Average daily attendance for 1905 { Sundays, 1,500. Weekdays, 1,168.

Report of the Keeper of the Natural History Department.

During the year now expiring further progress has been made with the re-arrangement of the general Collection of Shells of Mollusca and with the revision of their labels, while the determination and classification of the large and important collection of fossil fishes has occupied an appropriate share of attention. Progress has also been made with the British Diptera and Coleoptera, and an improved and extended series of Lepidoptera Heterocera is being selected, determined, and exhibited. The Zoological Type Collection continues, as in previous years, to be enlarged and extended. The set of specimens and preparations illustrating the class of Birds has been added to and improved, while new dissections in alcohol have been added to the representation of most of the great Divisions of the Animal Kingdom.

Since the last report was written the Natural History Collections have been enriched by many important donations. The Trustees of the British Museum have presented a large stuffed specimen of the Hippopotamus (*Hippopotamus amphibius*), the Hon. N. Charles Rothschild a fine mounted example of Grant's Zebra from Lake Baringo in Africa, while Dr. Erskine Beveridge has given a pair, also mounted, of the interesting St. Kilda Sheep. From Mr. W. S. Bruce, leader of the Scottish Antarctic Expedition, an interesting and valuable set of skins of Antarctic Seals has been received, numbering 11 specimens representing 5 species; these are at present in the hands of the taxidermist. The Museum is also indebted to Lady Taylor for a skin of the Indian Boar (*Sus cristata*), to Mr. E. H. Bostock for a specimen of the African Red River Hog, to Mr. N. B. Kinnear for two Scottish Wild Cats, and to Professor Cossar Ewart, F.R.S., for the body of a cow of the small Shetland race, which is now being prepared as a skeleton. Miss Blair has presented a large and important collection of foreign Shells, numbering about 5,000 specimens, made by the late General Blair and Mrs. Blair, while special mention must also be made of two valuable gifts of Insects, one of Exotic Lepidoptera for which the the Museum is indebted to Sir Thomas D. Gibson-Carmichael, Bart., and another of British Hymenoptera Aculeata, comprising 853 specimens and

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206 species, all accurately determined, which has been given by Mr. A. J. Carter. Various other Insects have been presented by Professor Hudson, Beare, Dr. Stewart MacDougall, and Messrs. R. D. R. Troup, J. Waterston, J. W. Bowhill, and J. R. Malloch, while British Mammals have been received from Messrs. N. B. Kinnear and J. Waterston, and British Birds from Messrs. N. B. Kinnear, T. Henderson, jun., W. L. Macgillivray D. Hamilton, and W. Eagle Clarke. Interesting fossils have also been given by the Rev. Mr. Farquhar, Major J. Pace Cleghorne, and Messrs. J. Wright, and J. Young. These and other donations to the Natural History Collections will be found in the list appended to this report.

Mr. W. Eagle Clarke, assistant keeper, visited Fair Isle during the month of September and procured for the Museum an extremely interesting collection of zoological specimens. These comprise 14 small mammals and 91 Birds, among which are specimens of the Arctic Redpoll (*Linota Hornemanni*), a bird new to Scotland, and of the rare Yellow-browed Warbler (*Phylloscopus superciliosus*) and Lapland Bunting (*Calcarius Lapponicus*). Mr. Clarke also secured about 1,000 insects, which are at present awaiting determination.

The most important purchase made during the past year was that of a mounted specimen of a large Giraffe (*Camelopardalis Giraffa*, var. *Rothschildi*) from the Laikipia Plateau, British East Africa. The specimen, 16 feet 2 inches in height, and enclosed in a glass case of appropriate dimensions, now forms a most conspicuous object in the Great Mammalian Hall. Other interesting mammalian purchases are specimens of the Indian Tapir from the Malay Peninsula, and of Pallas's Cat from Central Asia. The development of the Type Collection has also been forwarded by the purchase of many specimens preserved in spirit, while for the exhibited collection of Exotic Moths a selected number of examples of that group were in like manner procured.

RAMSAY H. TRAQUAIR, M.D.,
Keeper of the Natural History Department.

REPORT OF THE KEEPER OF THE ART AND ETHNOGRAPHICAL DEPARTMENT.

The routine work of this department has been steadily carried on during the year. A large number of labels have been prepared, several new cases have been added, and some of the older ones overhauled and made dust-tight.

The rearrangement of the collections at present accommodated on the north gallery of the Great Hall, referred to in last year's report, has now been completed. The specimens have been more closely grouped together, and the space which has been gained thus, and by a careful economy of the exhibition area in the adjoining corridor is available to allow of a much needed change in the position of the Egyptian Collection. This collection, of late, has been growing in extent and value, and now requires more fitting accommodation and a more detailed classification of the specimens so as to bring out its usefulness to students of Egyptology and of cognate subjects. The alteration in progress will also bring the collection nearer on the one hand to the section of classical art with which it is historically connected, and on the other hand to the sections of the Ethnographical Collection dealing with North Africa, with which Egypt is related topographically. As heretofore, the Committee of the Egypt Exploration Fund contributed specimens obtained from their excavations—on this occasion at Deir el Bahari and at Sinai—and a further and more important apportionment is looked for next year when the work at Deir el Bahari is completed. Several interesting Greek vases have been acquired during the year, which add new forms to the collection, and supplement the fine specimens already at the Museum, the main part of which came as a gift from Sir Hugh

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Hume Campbell. In the adjoining corridor a large collection of Indian coins lent by Captain J. B. Mackintosh has been classified, laid out, and labelled. This collection is of especial interest. It shows the types of coins chiefly of the provinces of Northern India and Kashmir from about B.C. 300—the time when the Greek influence established by Alexander the Great was still paramount in the East—and also illustrates the coinage of India right on to the present day. The earlier specimens not only bring out the close connection of the Greeks with India but also mark the gradual deterioration of the art as the Greek forms became merged in an inferior native type. The Indian Collection has received an addition of an example of a kind of which heretofore there was no specimen—a large Jain Buddha head finely sculptured in stone—and the Trustees of the Indian Museum, Calcutta, have given a cast of an ancient Buddhist soap-stone vase bearing an interesting inscription. Associated with the general Indian Collection, the Tibetan section has been increased by some most valuable additions, the principal of these being from the collection brought home by Major Ottley, 34th Sikh Pioneers, who was on active service in the expedition to Lhasa. The most notable object thus acquired is a complete costume used in certain primitive necromantic rites which became grafted on to the Buddhism peculiar to Tibet. It is composed of a great number of finely carved pieces of bone strung together by a network of bone beads, and apart from its ethnographical interest is a remarkable work of art. It is said to be the only complete specimen of its kind which has been brought out of the country. After the acquisition of this and other objects characteristic of the life and customs of the people from Major Ottley, he presented to the Museum a superb brass Chorten or relic holder, also from Tibet. This section has been further increased by the purchase of a Tibetan suit of armour—one of three brought home by a member of the expedition to Lhasa, 1904, which were acquired by this Museum jointly with the British Museum and the Victoria and Albert Museum.

The arts of the Far East have been further illustrated in the collections by the acquisition of a number of ancient Chinese Bronzes from the Maccallum sale; Korean specimens given by Miss Robertson-Macdonald; a number of specimens of typical Korean head-gear; and Miss Blair, Pavilion, Melrose, has added to the Cingalese section a gift of fourteen masks which were brought from Ceylon by her father, the late General James Blair, V.C., C.B.

A number of fine objects from Niam-Niam-land on the Nile and Congo watershed, which were on loan for a time, have been acquired for the permanent collection. Perhaps the most interesting among them are several primitive musical instruments of the lyre form, and these have been arranged, along with similar ethnographical specimens, in sequence with a group of thirty-five European instruments of various dates lent by the Messrs. Glen, Edinburgh. One of the objects of this arrangement is to bring out the steps in the evolution of the stringed instrument, from its beginnings in the primitive bow of the hunter to its full development in the modern violin and piano.

The large collection of over 200 specimens of wrought-iron work lent by Sir Thomas D. Gibson-Carmichael, and showing examples from the 14th to the 19th century, is still being further added to, and is proving a useful guide to draughtsmen and designers in this material. Sir Thomas has also given to the Museum several specimens, among them a small carved ivory—Byzantine work of the 5th century—and a fragment of a fine silver-gilt pendant of the 3rd century, A.D. M. Heilbronner, Paris, presented to the permanent collection nine pieces of artistic wrought-iron work; Mr. Charles Davis, London, seven large and fine specimens of old Venetian glass; and Mr. H. J. Pfungst a handsome jar made at Venice in the 15th century in the Rhodian style, along with two bowls—Saracenic metal-work of the 14th and 15th centuries—from Mosül.

In the month of December the collection of postage stamps formed by the Rev. J. A. Dunbar-Dunbar, and bequeathed by him to the Museum, was handed over by his executors. The collection, which is of considerable value, is arranged in six large albums, and consists of over 18,000 specimens,

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most of them in fine condition. The volumes have been placed on temporary exhibition, until a suitable plan is devised for a full display of the collection.

The final transfer of the Sir Noël Paton Collection to the Museum having been completed in May, considerable progress has been made in the allocation of the specimens to their respective sections. But while the textiles, glass, wood-carvings, metal-work, etc., have in this way been distributed, the specimens of arms and armour which form the main part of the collection have been kept together and grouped with the Museum specimens at the east end of the Great Hall and in the corridor. As now rearranged and set out, the Collection, especially of Scottish arms and accoutrements, is very effective and complete.

Loans to the Art and Ethnographical Department during 1905 :—

Mr. James E. Cree, Tusculum, North Berwick.—Coiled and painted pottery from Arizona.
Sir Thomas D. Gibson-Carmichael, Bart.—Florentine marble panel, Italian, French, and German ironwork, Arabian glass ampullae, from Rakka, near Aleppo.
Mr. John Glen, 14 Archibald Place, Edinburgh.—Collection of musical instruments.
Messrs. J. & R. Glen, North Bank Street, Edinburgh.—Collection of musical instruments.
Mr. J. Brownlee Hunter, 7 Abercorn Road, Edinburgh.—English arm-chair, Chinese and Japanese porcelain.
Trustees of the late Surgeon Maj.-General S. A. Lithgow, of Fauhope, Roxburghshire.—Greek and Roman antiquities found in Egypt.
The Right Honourable The Lord Provost of the City of Edinburgh.—The Elcho Challenge Shield.
Captain J. B. Mackintosh, R.A., Sheerness.—Collection of old Northern Indian and Kashmir coins.
Major W. J. Ottley, 34th Sikh Pioneers.—Objects from Tibet, 1904.
The President, Ranges and Shooting Committee, Q.R.V.B.R.S.—The Caledonian Challenge Shield.

Loans withdrawn from the Art and Ethnographical Department in 1905 :—

Japanese objects, lent by Mr. W. S. Duncan.
Central African objects, lent by Mr. P. G. Boyle.
National Life-Saving Trophies, lent by Sergeant R. Buchan.
Stone Implements found in China, lent by Rev. S. Couling.
Tibetan objects, lent by Major W. J. Ottley.

D. J. Vallance,
Keeper of the Art and Ethnographical Department.

Report of the Keeper of the Technological Department.

The most notable addition to the collections in the Technological department during the year is a complete working model of a compound paddle engine, made in the Museum workshops. A model of the central portion of the boat has also been made to show the constructional details of the hull, the method of securing the main engines to the boat, and the positions of the pipes and auxiliary engines. The bulkheads, decks, and paddle box are largely cut away to provide a clear view of the engines and of the paddle wheel, which is fitted with feathering floats. The high pressure cylinder is in section, to show specially the relative movements of the expansion valve and the main valve. The model is arranged so that the engines can be set in motion by the visitor. Through the courtesy of Messrs. C. A. Parsons & Co., Ltd. Newcastle, a small turbo-generator was

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temporarily placed on exhibition in August. At the same time a larger and more recent example of the Parsons turbine was acquired, and is at present being sectioned and prepared in the Museum workshops. A small De Laval turbine was also purchased, so that these two essentially different types of turbine may be exhibited together and compared by the visitor. A large wooden model of a Belliss & Morcom triple expansion engine has been added to the collection of elementary working models of steam engines. In view of the rapidly increasing importance of self-propelled road vehicles and to illustrate the evolution of the motor a model of one of the earliest known examples—Cugnot's steam car, made in 1769—has been acquired. A sectional model of the Ashley deep well pump is now added to the collection of pumps. A good beginning has also been made in the formation of a collection intended to show on a larger scale the details of the complex models in the hall. The examples already on exhibition include bolts, couplings, clutches, bearings, gearing, and engine details. Three different types of injectors, largely used to force water into boilers, have been added to the boiler section, and one of them is fitted with pipes and valves to show the method of connecting injectors to boilers. A typical selection of limit and other engineering gauges, such as are used in all modern engineering workshops, has been acquired. The historical collection of telegraph instruments has been increased by the acquisition of a Wheatstone A.B.C. instrument and a double needle instrument.

One of the most important additions to the Mining and Metallurgical hall is a model of a vertical section of the lower portion of a pit shaft, showing the various strata through which the shaft passes, the method of timbering the shaft, and the pumping arrangements. Owing to the great depth represented by this model, the scale is so small that the constructional details of the pumps cannot be clearly seen. These, however, will be illustrated by separate models to a much larger scale, and this year, a fine model in quarter section of one of the bucket pumps, has been constructed and placed on exhibition. Three models showing different methods of supporting the roof and sides in coal workings have also been added. Amongst the additions to the metallurgical collections the following are specially worthy of notice: Examples of armour-piercing shells, a series of ores and specimens illustrating the manufacture of wrought-iron in Sweden, and another similar series relating to the zinc industry in Belgium. A large number of standard sections of steel beams, channels, etc., made in accordance with the recommendations of the Engineering Standards Committee, have been presented by Messrs. Redpath Brown & Co., Ltd., Edinburgh.

In the School Gallery a number of new pieces of apparatus are shown, including a demonstration apparatus to illustrate the principles of wireless telegraphy, a quadrant electrometer, a recording rain gauge, and a longitudinal wave-motion apparatus. Further additions have been made to the Botany Type Collection during the year.

In the Economic Botany Gallery, a number of specimens in spirit illustrating the important subject of economic forestry, are exhibited. The specimens consist of examples showing the summer and winter condition of trees—their foliage, flowers, and fruit. Two old Italian ploughs, presented by Sir Thomas D. Gibson-Carmichael, Bart., have been placed in the agricultural section.

The principal additions to the permanent collections, during 1905, have been:

(a) By gift—

A sectional model in metal of an Ashley deep well pump, given by Messrs. Glenfield & Kennedy, Ltd., Kilmarnock.

A 7·5-inch armour-piercing shell, given by Messrs. Thos. Firth & Sons, Ltd., Sheffield.

A 12-inch Heclon armour-piercing shell, given by Messrs. Hadfield's Steel Foundry Co., Ltd., Sheffield.

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Two old Italian ploughs, given by Sir Thomas D. Gibson-Carmichael, Bart., Malleny House, Balerno.

Specimens of ores, etc., and samples of iron and steel illustrating the manufacture of Swedish iron, given by the Aktiebolaget Oesterby Bruk, Dannemora, Sweden, per Dr. Axel Wahlberg, Fagersta Bruks Aktiebolag, Fagersta, Sweden.

Specimens of ores, spelter, and zinc oxides, given by La Société de la Vieille Montagne, Angleur par Chênée, Liége, Belgium.

Standard sections of steel joists, channels, tees, and angles, given by Messrs. Redpath Brown & Co., Ltd., Edinburgh.

(b) By purchase—

Four crank shaft models.

Working sectional model in wood of Belliss and Morcom triple expansion engine.

Model of Cugnot steam car.

A Parsons steam turbine coupled direct to a dynamo.

A 5 H.P. De Laval steam turbine.

Electrically controlled recording rain gauge.

Working model of a set of compound diagonal paddle engines fitted into portion of hull of boat.

Model of bucket pump, in quarter section.

Model of lower portion of pit shaft, showing bucket and plunger pumps.

ALEXANDER GALT, D.Sc.
Keeper of the Technological Department.

DONATIONS DURING THE YEAR, 1905.

NATURAL HISTORY DEPARTMENT.

The Hon. John Abercromby, 62 Palmerston Place, Edinburgh.—Specimen of Stick Insect (*Bacillus rossii*, Lep. & Serv.), captured about six miles from Athens.

Mr. J. A. Anderson, Vaasetter, Fair Isle, via Lerwick.—Specimens of Redwing (*Turdus iliacus*) and Woodcock (*Scolopax rusticula*), from Fair Isle.

Dr. Nelson Annandale, Indian Museum, Calcutta.—Type specimen and skull of *Mus musculus fœroensis*, Eagle Clarke (Proc. Roy. Phys. Soc. Edin. XV. p. 163), ♀, from Naalsoe, Färoe.

Mr. W. Anstruther-Gray, Kilmany, Fife.—Chick of Cape Barren Goose (*Cereopsis novæ-hollandiæ*).

Dr. J. H. Ashworth, The University, Edinburgh.—Male specimen of *Stegomyia fasciata*, Fab., from Kingston, Jamaica.

Captain R. H. Baldwin, 2nd Battalion K. African Rifles, Zomba, British Central Africa.—Fifty-seven specimens of Moths from Zomba, British Central Africa.

Mr. James Bartholomew, Kinnelhead, Beattock.—Unspotted Variety of Egg of Song Thrush (*Turdus musicus*), and nest of Dipper (*Cinclus aquaticus*), from Kinnelhead, Beattock.

Professor T. Hudson Beare, B.Sc., F.E.S., The University, Edinburgh. —Two specimens of *Amara anthobia*, Villa, a new British Beetle, from Leighton Buzzard.

Mr. William A. Beattie, 11 Glencairn Crescent, Edinburgh.—Specimen of *Lepidodendron Veltheimianum*, with interlacing roots, on a block of Lower Carboniferous Sandstone from Prudhoe, Northumberland; also a specimen of *Ulodendron* sp. from the same locality.

Dr. Erskine Beveridge, St. Leonards Hill, Dunfermline.—Two mounted specimens (male and female) of the St. Kilda Sheep (*Ovis aries*, var.).

Miss Blair, Pavilion, Melrose.—A general collection of Shells of Mollusca, comprising about 5,000 specimens, made by General Blair, V.C., C.B., and Mrs. Blair.

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Mr. E. H. Bostock, Elgin House, Norwich.—Specimen of Red River-Hog (*Potamochærus porcus*).

Mr. J. W. Bowhill, Morelands, Grange Loan, Edinburgh.—Twenty specimens of Diptera from Loch Feochan, Argyllshire.

The Trustees of the British Museum.—Mounted specimen of Hippopotamus (*Hippopotamus amphibius*).

Mr. Sydney Brock, Overton, Kirkliston.—Female Merlin (*Falco æsalon*) from Newliston.

Mr. John Brown, 108 Easter Road, Edinburgh.—Specimen of Bird-Spider (*Mygale* sp.) imported with fruit.

Mr. Richard Brown, 22 Chester St., Edinburgh.—Variety of the Grey Hen (*Tetrao tetrix*) from Lavinshope, Selkirkshire.

Messrs. K. & R. Buchanan, Giffnock.—Case of young mounted Redshanks (*Totanus calidris*).

Sir Thomas D. Gibson-Carmichael, Bart., Malleny House, Balerno.—A Collection of exotic Lepidoptera, comprising 518 specimens; 107 specimens of British and Foreign Shells; 278 specimens of Myriapods; six specimens of Minerals and a Fossil Fish; forty-five specimens of exotic Orthoptera and Coleoptera.

Mr. Joseph Carr, 5 Pratt Street, Kirkcaldy.—Skull of Patagonian Indian found on frontier between Chile and Argentina, near the Andes.

Mr. A. E. J. Carter, 4 West Holmes Gardens, Musselburgh.—A collection of British Aculeate Hymenoptera, comprising 853 specimens and representing 206 species.

Mr. Alexander Craig Christie, Sir William Fraser's Homes, Colinton.—Specimen of Tree-Frog (*Hyla* sp.) imported with bananas, and captured in an Edinburgh fruit shop.

Mr. William Eagle Clarke, The Royal Scottish Museum, Edinburgh.—Lesser Whitethroat (*Sylvia curruca*) from the Flannan Islands; three specimens of Long-tailed Field Mouse (*Mus sylvaticus*), and twenty-five Insects from Assynt, Sutherlandshire, and male Black Redstart (*Ruticilla titys*), male Mealy Redpoll (*Linota* sp.), and female Wren (*Troglodytes troglodytes*) from Eilean Mor, Flannan Islands; male Redstart (*Ruticilla phœnicurus*) from Pentland Skerries; specimen of Black Rat (*Mus rattus*) from Yarmouth.

Mr. Thomas Cook, Fishmonger, 22 Lothian Street, Edinburgh.—Two specimens of *Chimæra monstrosa*, L.

Major J. Pace Cleghorne, Public School, Broxburn, W. Lothian.—Two Fossil Plants and a piece of foliated Dolomite from the Oil Shale, Broxburn.

Rev. G. A. Crawshay, Leighton Buzzard, Bedfordshire.—Six specimens of *Amara anthobia*, Villa, and six of *Tetropium castaneum*, L. var. *fulcratum* from Leighton Buzzard.

Mr. Walter Draper, 15, Corrennie Drive, Edinburgh, and Della Barrace, Egypt.—Nine specimens of insects from Egypt.

Mr. Robert Dunlop, Kinnauld Villas, Currie.—Eight specimens of *Anthrapalæmon* sp. from the Calciferous Sandstone Series, shore near Gullane.

Miss M. Dunsmore, 12, Windsor Place, Stirling.—Specimen of *Gorgonia* sp. with shark's egg attached.

Mr. William Evans, F.R.S.E., 38, Morningside Park, Edinburgh.—Two specimens of *Tettigonia viridis*, L., from Dalmally, Argyllshire.

Professor J. Cossar Ewart, F.R.S., The University, Edinburgh.—Female Ox of the small Shetland race.

Rev. H. Farquhar, B.D., West Church, Dalkeith.—Six fossils from Burdiehouse.

Mr. H. E. Forrest, Shrewsbury.—Female specimens of Weasel (*Mustela nivalis*) from Shrewsbury.

Miss Fraser, 8, Moray Place, Edinburgh.—A collection of shells, etc., from Manilla, Philippine Islands.

Mr. J. W. Garraway, 13, South Charlotte St., Edinburgh.—Twenty specimens of Glow-worm (*Lampyris noctiluca*), two larvæ and five adult specimens of *Timarcha tenebricosa*, F., from Alticry, Port William, Wigtownshire.

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Mr. Percy H. Grimshaw, The Royal Scottish Museum, Edinburgh.—Larva of Whirligig Beetle (*Gyrinus* sp.) from the Elf Loch, Braid Hills; eighteen Insects from Burley-in-Wharfedale, Yorkshire.

Mr. D. Hamilton, 63 Warrender Park Road, Edinburgh.—Two young Magpies (*Pica pica*) from Colinton; variety of egg of Black-headed Gull (*Larus ridibundus*); young Martin (*Chelidon urbica*) from Midlothian; young Carrion Crow (*Corvus corone*) and young Black-headed Gull (*Larus ridibundus*); Common Tern (*Sterna fluviatilis*) from Gullane.

Mr. Thomas Henderson, jun., Scousburgh, Dunrossness, Shetland.—Adult Herring Gull (*Larus argentatus*) and red-necked Phalarope (*Phalaropus hyperboreus*).

Mr. E. T. Henderson, 17 Blacket Place, Edinburgh.—Specimen of Indian Squirrel (*Sciurus indicus*).

Mr. Lionel W. Hinxman, B.A., H.M. Geological Survey, Edinburgh.—A specimen of *Malthodes* sp. from Strathconan Forest, E. Ross-shire.

Miss L. Holme, 17 Inverleith Place, Edinburgh.—A Collection of Sponges, Hydrozoa, Polyzoa, etc., from Ifafa, South Africa, comprising eighty specimens; also shells of *Spondylus* and *Pinna* from Malta.

Mr. James Wilson Hyde, I.S.O., 145 Warrender Park Road, Edinburgh.—Larva of Goat Moth (*Cossus cossus*).

Mr. Robert Jenner, 57 Newhouse, Stirling.—Specimen of Death's-Head Hawk-Moth (*Manduca atropos*) from Stirling.

Mr. James Johnston, 18 Plewlands Terrace, Edinburgh.—An abnormal specimen of *Epurœa deleta*, Er., found in fungus in Bonnytown Den, Fifeshire.

Mr. Norman B. Kinnear, 12 Grosvenor Crescent, Edinburgh.—Male specimen of Otter (*Lutra lutra*) from Spean Bridge, Inverness-shire; two Fulmar Petrels (*Fulmarus glacialis*) from Shetland, a Lesser Tern (*Sterna minuta*) from Dalbeattie; young Male Bluethroat (*Cyanecula suecica*) from Fair Isle; two Grouse (*Lagopus scoticus*) from Spean Bridge, Inverness-shire; two Bernacle Geese (*Bernicla leucopsis*) from the Solway.

Mr. Thomas Kirkpatrick, The Royal Scottish Museum, Edinburgh.—Five specimens of *Rhinosimus ruficollis*, L., from Blackford, and young specimens of *Anomia ephippium*, L., from Leith sands.

Mr. C. A. Laing, 1 Harrison Road, Edinburgh.—Thirteen specimens of Mosquitoes, and twenty-three specimens of Lepidoptera, from West Africa.

Mr. Thomas Liddle, 1 St. Bernard's Row, Stockbridge. Two specimens of *Galathea strigosa*, Fab., taken off Granton Pier.

Miss Lumsden, Eden Valley House, Freuchie, Fife.—Two Butterflies from British Guiana.

Master Jack Lyall, Pinkie Hope House, Pinkie.—Dotterel (*Eudromias morinellus*) killed against telegraph wire at Pinkie.

Captain A. J. MacDougall, Dunollie, Oban.—Mounted Head of Indian Gazelle (*Gazella Bennetti*), from Mhow.

Dr. R. Stewart MacDougall, 13 Archibald Place, Edinburgh.—Three specimens of *Hylobius abietis*, L.; two larvæ of the Winter Moth (*Cheimatobia brumata*, L.); one male and three female specimens of *Megastigmus spermotrophus*, Wacht, from seeds of *Pseudotsuga douglasii*, Aberdeen; specimen of Fly (*Exorista* sp.) bred from cocoon of *Lophyrus pini* from Bavaria; mass of eggs and six larvæ of the Blow-Fly (*Calliphora erythrocephala*).

Mr. W. L. Macgillivray, Eoligary, Barra.—Male Red Grouse (*Lagopus scoticus*) from Barra, Outer Hebrides.

Mr. W. Macintosh, Elie.—Specimen of Bass (*Labrax lupus*), Pipe Fish (*Nerophis æquoreus*) and Black Sea Bream (*Cantharus lineatus*) from the Firth of Forth.

Mr. James D. M'Kay, The Royal Scottish Museum, Edinburgh.—Four specimens of Common Cockroach (*Periplaneta orientalis*, L.) and a Silver-Y Moth (*Plusia gamma*, L.).

Mr. Symers M. Macvicar, Invermoidart, Acharacle, Argyllshire.—Head of Lamb (*Ovis aries*) of the St. Kilda type—a case of reversion after an interval of twenty years.

Mr. J. R. Malloch, 10 Dillichip Terrace, Bonhill, Dumbartonshire.—Fifty-five specimens of Diptera from Bonhill, Dumbartonshire.

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Mr. D. Mann, 22 Haddington Place, Edinburgh.—Young specimen of African Monkey; specimen of Common Phalanger (*Trichosurus vulpecula*).

Messrs. D. Mann & Son, 18 Fleshmarket Close, Edinburgh.—Two Persian Kittens, and a specimen of Olive Baboon (*Papio anubis*).

Mr. Archibald McL. Marshall, Bleaton Hallet, Blairgowrie.—Two male Red Grouse (*Lagopus scoticus*) from Blairgowrie.

Dr. D. G. Marshall, Royal College of Surgeons, Edinburgh.—Specimen of Tse-tse Fly (*Glossina palpalis*, Dsv.).

Mrs. Leslie Milne, North British Station Hotel, Edinburgh.—Skull and horns of Urial or Shápo (*Ovis vignei*) shot in Ladak by the donor.

Mr. J. Kirke Nash, 6 Inverleith Row, Edinburgh.—Young Skylark (*Alauda arvensis*).

Mr. Innes Nicholson, 33 Mertoun Place, Edinburgh.—Specimen of Death's-Head Hawk-Moth (*Manduca atropos*) taken on a shop window in Mertoun Place, Edinburgh.

Mr. W. A. Nicholson, 36, Promenade, Portobello.—Great Black-backed Gull (*Larus marinus*) from the Firth of Forth.

Miss Annie Oliver, Braeside, Peebles.—Specimens of *Peronea variegana* and a Lady-bird (*Halyzia 14-guttata*) from Peebles.

Mr. Robert Patterson, Glenbank, Holywood, County Down.—Seven species of Mollusca, chiefly from Ireland.

Mr. Graham Renshaw, Bridge House, Sale, Manchester.—Eighteen zoological photographs.

Dr. O. Reuter, care of Rev. E. N. Bloomfield, Guestling Rectory, Sussex.—Twenty-three specimens of Diptera from Orkney, Shetland and the North of Scotland.

The Hon. N. Charles Rothschild, Tring Park, Herts.—Mounted specimen of Grant's Zebra (*Equus Burchelli Granti*) from Lake Baringo, British East Africa.

Mr. Robert Service, Janefield Park, Maxwelltown, Dumfriesshire.—Large specimen of Spider (*Epeira diadema*) from Maxwelltown, Dumfriesshire.

Mr. W. Smellie, Scarfskerry, Thurso.—Specimen of Little Auk (*Mergulus alle*) from Thurso.

Miss Sprague, Achacorrach, Dalmally, Argyllshire.—Two specimens of *Polynema natans*, Lubbock, from a pool on Ben Donachain, Dalmally.

Lieut. C. B. Stewart, Westwood, Westcalder.—Mounted Head of Serow (*Nemorhædus bubalinus*), ♀ from Khairna, Kumaon, India.

Mr. L. Stewart, Royal Botanic Garden, Edinburgh.—Eight tubes of Ants and Spiders from plants in the hothouses of the Royal Botanic Garden, Edinburgh.

Lady Taylor, Penshurst, Englefield Green, Surrey.—Specimen of Indian Wild Boar (*Sus cristatus*) speared near Bareilly, United Provinces, India, in June 1903, by the late Major Neville Gracroft Taylor, 14th Jät Lancers.

Miss Elizabeth R. Taylor, c/o Miss Bain, 11 Lauriston Place, Edinburgh.—Three Eggs of the Northern Wren (*Troglodytes borealis*) and thirty-two Insects from the Faroe Islands.

Mr. R. Tomlinson, Musselburgh.—Specimen of *Panchlora nivea* and a Syntomid Moth, imported with bananas from Jamaica.

Professor J. W. Trail, F.R.S., The University, Aberdeen.—Three specimens of a variety of the Magpie Moth (*Abraxas grossulariata*) bred from larvæ taken on *Ribes alpinum* at Aberdeen.

Dr. R. H. Traquair, F.R.S., The Royal Scottish Museum, Edinburgh.—Fifty-two Fossils from the Abden "Bone Bed," Fifeshire (Lower Carboniferous); twelve Fossil Fishes and Fish remains; two plates of Baleen from *Balaenoptera musculus*, the Common Rorqual.

Mr. R. D. R. Troup, 5 Roseneath St., Edinburgh.—Two male specimens of the Greater Horseshoe Bat (*Rhinolophus ferrum-equinum*) and Lesser Horseshoe Bat (*Rhinolophus hipposideros*) from Wookey Hole Cave, Somerset; variety of the Viper (*Pelias berus*) from Ebbor Gorge, Wookey Hole; two larvæ and three pupæ of *Dorcus parallelopipedus*, L.; fifty-three specimens of the eggs, larvæ, pupæ, and imagines of seven species of Coleoptera; five larvæ of British Coleoptera; twenty-six specimens of the larvæ of British Diptera; seven larvæ of Coleoptera and Diptera from

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Dalmahoy; seven larvæ of Coleoptera taken under fir bark at Peebles; four larvæ of Diptera from Dalmeny; thirty-seven specimens of larvæ of British Coleoptera and Diptera.

Mr. James Waterston, M.A., B.D., 9 Woodburn Terrace, Edinburgh.—Specimen of House Mouse (*Mus musculus*) from North Uist; nine specimens of Beetles from North Uist; twenty-four specimens of mice and a chick of the Fulmar Petrel (*Fulmarus glacialis*) from St. Kilda.

Mr. David Wilson, c/o Mr. John Lamb, 7 Lindsay Road, Leith.—Specimen of Ringed Snake (*Tropidonotus natrix*) from Kinghorn, Fife.

Mr. W. Wilson, Hillocks of Terpersie, Alford, Aberdeenshire.—Variety of House Mouse (*Mus musculus*) from Edzell, Forfarshire; young Waterhen (*Gallinula chloropus*) from Alford, Aberdeenshire.

Dr. J. H. Wood, Tarrington, Herefordshire.—Forty specimens of British Diptera.

Mr. James Wright, junior, 36 Douglas St., Kirkcaldy.—Twenty-two Fossils.

Mr. James Young, Main St., Lesmahagow.—Six Fossil Fishes from the Upper Silurian (Ludlow) Rocks of Logan Water, Lesmahagow.

Mr. John Neill Young, 16, Lothian Street, Edinburgh.—Male Merlin (*Falco æsalon*) in an interesting stage of plumage, from Corstorphine.

Art and Ethnographical Department.

Mrs. Freeland Barbour, 4 Charlotte Square, Edinburgh. — Chinese musical instruments.

Miss Blair, Pavilion, Melrose.—Masks in carved and painted wood, from Ceylon.

Miss Christie, Cowden, Dollar.—Royal wedding decorations from Kedda, Malay Peninsula.

Mr. C. Davis, 147 New Bond Street, London.—Old Venetian glass vessels.

Rev. J. A. Dunbar-Dunbar of Sea-Park and Kinloss.—Collection of postage stamps in 6 vols. (Bequest.)

Egypt Exploration Fund, The President and Council of.—Antiquities from Deir el Bahari, Sinai Peninsula, and Fayum.

Sir Thomas D. Gibson-Carmichael, Bart., Malleny, Midlothian.—Byzantine carved ivory, fragment of silver-gilt pendant, 3rd cent., two Italian medals.

Professor James Geikie, Kilmorie, Colinton Road, Edinburgh.—Stone celts from New South Wales.

Mr. A. S. Gladstone, 78 Onslow Gardens, London. — Weapons from Persia, India, and Western Pacific Islands.

Mr. A. A. Gordon, 1 Coates Gardens, Edinburgh.—Sudanese flag and "Jibbah," Japanese model skeleton, etc.

M. Heilbronner, 3 Rue du Vieux Colombier, Paris.—Specimens of old French ironwork.

India Museum Trustees.—Cast of Buddhist inscribed soapstone vase excavated in 1898 at Piprâhwa Kot in the Basti district of the United Provinces, India.

Mr. A. Kenmure, 13 Blythswood Drive, Glasgow. — Illustrations of Korean paper manufacture.

Mr. James Lyle, Waverley, Queen's Crescent, Edinburgh.—Manipuri Gong.

Miss Marshall, 16 Hartington Place, Edinburgh. — South American (Gran Chaco) witch-doctor's feather headress, necklaces, bow and arrows, club, etc.

Mr. J. Meek, Bristo place, Edinburgh.—Model of a Chinese coffin.

Mr. J. Miller, 6 Merchiston Gardens, Edinburgh.—Native loom, Akwete, Southern Nigeria.

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Major W. J. Ottley, 34th Sikh Pioneers, Cooper's Hill, Egham, Surrey.—Large brass "Chorten" from Tibet.

Miss Paterson, St. Petersburg. Examples of Russian peasants' work in carved wood and horn.

Mr. H. J. Pfungst, 44 Cleveland Square, Hyde Park, London.—Faïence jug made at Venice (about 1620) in imitation of Rhodian ware, two Mosül brass bowls.

Miss F. Robertson-Macdonald, 1 Mardale Crescent, Edinburgh.—Ethnographical specimens from Korea, China, India, and Pacific Islands.

Mr. T. Robertson, 243 West 98th Street, New York.—Chinese bronze charms from Hankow.

Mr. D. Stewart, 148 Pleasance, Edinburgh.—Indian engraved brass cup.

Mr. J. Stuart Thomson, per Miss Thomson, 19 Salisbury Road, Edinburgh.—Stone axe from Valdez Island, British Columbia.

Mrs. Travers, Kilrock, Bridge of Allan.—Daguerreotype portraits of the Sikandar Begum of Bhopal State, Central India, and of her daughter and successor, Shahjahan. Taken in 1860. And two pairs of earrings worn at the Court of Bhopal.

Mr. George Dundas Turnbull, 9 Elm Park Road, Chelsea.—Arms from India, Malay Archipelago, and Japan.

Mr. Sydney Vacher, 35 Wellington Street, London. Patterns of Chinese and Japanese brocades.

TECHNOLOGICAL DEPARTMENT.

Messrs. The Aktiebolaget Oesterby Bruk, Dannemora, Sweden, per Dr. Axel Wahlberg, Fagersta Bruks Aktiebolag, Fagersta, Sweden.—Specimens of ores, etc., and samples of iron and steel illustrating the manufacture of Swedish iron.

Messrs. Bayliss Jones and Bayliss, Ltd., Victoria Works, Wolverhampton.—Bolt (⅝-inch diam.), fitted with Bayliss Jones and Bayliss' patent helicoid locknut.

Messrs. John Broadwood & Sons, Ltd., London.—Model of mechanism of grand pianoforte.

Messrs. John Brown & Co., Ltd., Atlas Works, Sheffield.—Three specimens of Serve boiler tube.

Messrs. W. L. Byers & Co., Ltd., Sunderland.—Model in aluminium of Byers' stockless anchor.

Messrs. Davies and Metcalfe, Ltd., Romiley, near Stockport.—One No. 2 exhaust steam injector, in half section.

Messrs. Thomas Firth & Sons, Ltd., Savile Street, E., Sheffield.—One 7·5-inch armour-piercing shell, with driving band and cap.

Sir Thomas D. Gibson-Carmichael, Bart., Malleny House, Balerno.—Two old Italian ploughs.

Messrs. Glenfield and Kennedy, Ltd., Kilmarnock.—Sectional model of an Ashley deep-well pump.

Messrs. The Great Mountain Collieries Co., Ltd., Llanelly.—Box containing four different samples of anthracite coal.

Messrs. Hadfield's Steel Foundry Co., Ltd., Hecla Works, Sheffield.—One 12-inch Heclon armour-piercing shell with cap.

Messrs. The Hoffmann Manufacturing Co., Ltd., Chelmsford.—One No. 10 double compound ball bearing; one heavy type ball-thrust bearing for 1 inch shaft; and one 1½ inch ball-thrust washer.

Messrs. Lockwood and Carlisle, Ltd., Eagle Foundry, Sheffield.—Model piston fitted with Lockwood and Carlisle's patent spring rings; and specimens showing spring rings separately.

Mr. William M'Gillivray, Eoligary, Barra.—Specimen of fruit, and three beans, picked up on the shore at Barra.

Mr. James Philip, Edinburgh.—Geometroscope, with a collection of models.

Messrs. Redpath Brown & Co., Ltd., Edinburgh.—Standard sections of steel joists, channels, tees and angles.

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Mrs. Sandford, 4 Coates Crescent, Edinburgh.—Box made of different Tasmanian woods, and containing a large collection of mounted photographs, illustrating the scenery of the island.

Messrs. D. Santoni & Co., Ltd., London.—One $\frac{5}{8}$ inch "Minne" locknut.

Messrs. La Société de la Vieille Montagne, Angleur par Chênée, Liége, Belgium.—Specimens of ores, spelter, and zinc oxides.

Messrs. Trier Brothers, Ltd., London, 2 inch patent split collar for shafting.

Messrs. The United States Metallic Packing Co., Ltd., Bradford.—Sectional model of cylinder end fitted with United States Metallic Packing Co.'s metallic packing.

Messrs. Valentine & Sons, Ltd., Dundee and Edinburgh.—Two large photographs of the Forth Bridge, and one photograph of the Tay Bridge.

Messrs. G. W. Wilson & Co., Aberdeen.—Seven photographs illustrating the construction of the Forth Bridge.

Scottish Mineral Collection.

Mr. James Wright, jun., Leslie, Fife.—Several Specimens of Minerals.

Mr. T. Macdonald, Glencraig, Lochgelly.—Calcite.

Mr. Alan G. Ogilvie, Mill of Bourtrie, Aberdeenshire.—Bronzite.

H.M. Geol. Survey of Scotland.—Auriferous Magnetic Pyrites from Kintail.

Mr. John Bishop, River Tweed, near Coldstream.—Rock-salt, Pseudomorphs.

H.M. Geol. Survey of Scotland.—Calcite (2 specimens) from Limestone Quarry, near Ballygrant, Islay.

Mr. James B. Murdoch, Pallerton Quarry, Newton Mearns.—Graphite.

Library.

Government of France.—Brevets d'Invention, Description des Machines et Procédés, Nouvelle Série, Tome XCIX., 1re Partie; Bulletin Officiel, 1905; Ports Maritimes de la France, Dieppe.

India Office.—Fauna of British India, Butterflies, Vol. I.; Linguistic Survey of India, Vol. II., Vol. III., Part III., and Vol. VI.; Muhammadan Architecture of Ahmadabad, by James Burgess, Part II.; Palæontologia Indica, New Series, Vol. II., Memoir 2.

Government of Bengal.—Report of the Bengal Archæological Survey Circle for the year 1904–5.

Government of Burma.—Report on Archæological Work in Burma for the year 1904–5.

Government of Bombay.—Progress Report of the Archæological Survey of Western India for the years 1903–4 and 1904–5.

Government of the United Provinces and Punjab.—Progress Report, with Photographs and Drawings, of the Archæological Survey Circle for the year ending 31st March, 1904, Part I.; Progress Report of the Superindent of the Archæological Survey for the year 1904–05.

Superintendent of Government Printing, Calcutta.—Agricultural Ledger, 1904, Parts 13 and 14, 1905, Parts 1 and 2; Report of the Archæological Survey of India for the year 1902–03; Report of the Director-General of Archæology for the year 1903–04.

Madras Government Museum.—Report for the year 1904–05.

Government of Canada.—Three Canadian maps.

Trustees of the British Museum.—Supplement to the Catalogue of Printed Books, 6 parts; Catalogue of Birds' Eggs, Vol. IV.; Catalogue of Lepidoptera Phalænæ, Vol. V.; Guide to the Gallery of Birds; Synonymic Catalogue of Orthoptera, by W. F. Kirby, Vol. I.; Illustrations of Australian Plants collected in 1770 during Captain Cook's Voyage round the World, Part III.; Catalogue of the Greek Coins of Cyprus, by G. F. Hill; Catalogue of Greek Sculpture, by A. H. Smith, Vol. III.; Catalogue

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of Terracottas, by H. B. Walters; Catalogue of Franks Bequest of British and American Book Plates, by E. R. J. Gambier Howe, Vols. II and III.

Board of Education.—Demonstrations and Practical Work in Astronomical Physics at the Royal College of Surgeons, 1905; Precious Stones, by A. H. Church, new edition; Catalogue of Loan Exhibition of Process Engraving at the Victoria and Albert Museum; Catalogue of the Science Collections for Teaching and Research, Part II., Physics, second edition; Physical Exercises for Use in Public Elementary Schools.

Scotch Education Department.—Report of the Committee of Council on Education in Scotland for the year 1904–5; Statistique de l'Enseignement Primaire (France), Tome VII.; 4 vols. of the Accounts of the City of Paris; 10 publications of the Département de la Seine; Report by Dr. Struthers on Secondary Education, Scotland, 1905.

Board of Agriculture and Fisheries.—Tables showing produce, etc., of crops in each county of Great Britain.

Department of Agriculture and Technical Instruction (Fisheries Branch), Ireland.—Scientific Investigations, 1902–03, Parts 1–3 and 5–7; 1904, Parts 3 and 4.

Dublin Science and Art Museum.—Report of the Director for the year 1903–4; General Guide to the Art Collections, Part VI., chapters 4 and 5; Part VII., chapters 1 and 2.

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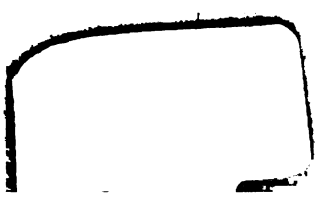

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